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COLLEGE STUDENTS' COMMENTS ON THEIR OWN HIGH-SCHOOL TRAINING

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For some years the writer has conducted a course on secondary education for Junior, Senior, and graduate students. The first paper called for in the course is a brief critical survey of the student's own high-school training. The first motive for this is the belief that one of the most necessary things for success in teaching is a clear and lively recollection of one's own school days; all teachers, especially young teachers, should daily pray the prayer of the chemist in Dickens' story, "Lord, keep my memory green." There are other values that may accrue to the writers of the papers, which need not be discussed here. For my own part I have long felt these papers to be of peculiar value to me in my relations with the class; hardly any other written work of the class proves so interesting and illuminating. It has recently occurred to me that they contain matter worthy of a wider reading; if it is good for these prospective high-school teachers to review their own school days, and sift out the causes and results in them, might not actual high-school teachers find food for reflection and possibly suggestion, both positive and negative, in these critical reminiscences? These young people are no longer children; their position for surveying their secondary education is admirable, for they are far enough

removed from the period to see it comprehensively and yet near enough to see it clearly. Moreover, several years of college—and of life—have given them at least some valuable perspective. Then, they are themselves studying the whole problem of the period objectively with the purpose of fitting themselves to become educators of youth in their turn; hence they have a warm and effective interest in the subject added to their own personal feelings relating to their own experiences. Altogether what they have to say is worth listening to and considering; doubtless they will in many cases be shallow in their criticism and mistaken in their inferences; yet it is not certain that in some matters they may not be better judges than those who still sit in the learners' seats in high schools, or even than we who, far removed from those years, are now teachers. For such reasons as these it has seemed worth while to edit roughly and offer for wider reading some selected passages on various salient aspects of high-school life and education.

At the outset we must recognize the highly selected group which these students constitute: they are mostly Seniors, with a few Juniors and fewer graduates, practically all intending to become high-school teachers; they are not typically representative of college students even, and far less so of high-school students; they are rather the quintessence of success in school work, having safely weathered all the perils of elimination through the four high-school years, and several years of college. Then they are vocationally selected, being teachers in training—in a few cases, indeed, having actually taught. All inferences from their expressions must be tempered by this fact.

In view of this selection, it is not strange that nearly all entered high school "as a matter of course"; as one says:

"There was no question raised as to whether I should or should not go to H.S. . . . It was the natural thing . . . since it was my wish and my parents' wish. I had always got along splendidly, in the grammar grades. Also all my girl friends were intending to go on to high school."

Or again:

"My environment molded my career, without my having anything to say about it. It had always been the ambition of my parents to give me educational advantages, and I naturally carried out their wishes."

The same writer says:

"It never occurred to me until rather recently that I am one of the fortunate ones who have the opportunity of going to high school and among the still more fortunate few who are privileged to pursue knowledge through the medium of college."

Less than 10 per cent report any real uncertainty as to continuing from the grades into the high school; the large majority cite much the same conditions—parents' wishes and plans, success in grades, and, perhaps most potent of all, the fact that their friends were all going and it was considered the thing to go.

On no point is there more unanimity than the want of attention to *bodily health and exercise*: not one has anything favorable to say on this point and many accuse the school *in extenso* of its dereliction in physical education.

"During the first three years I do not recall a single suggestion by any teacher to get out into the open air—or anywhere else. At noon most of us stayed indoors, and either strolled up and down some very dark corridors or sat at our desks and studied. The self-ventilating heating system was then in vogue and the teachers had orders not to open the windows, so that the rooms were often stuffy and the pupils drowsy. During my last year . . . I did play tennis at times, but I had by this time become so settled in inertia that more than a few spurts were needed to draw me out of it."

Another says:

"There was not nearly enough physical exercise in this school. I obtained absolutely none, like most of the girls. The boys were more fortunate, playing football, etc. . . . I think this was the greatest defect in my high school education."

Many others to the same effect. One young man writes:

"I received no physical education except what consisted in warnings against alcohol and cigarettes."

One report deplores the absence of courses in *general hygiene*; "as a result," it is asserted, "the general health and intelligence of the community were lower than they should have been."

Closely related to these complaints are reports of *overpressure*. It is true that only two, and these students of moderate ability, complain of injury to health resulting from quantity of work; but several feel that the mass of required work led to cramming and

mechanical memorizing, and barred all spontaneous thought and activity.

"The student really has to 'cram' so much subject-matter that by the time he gets through he feels that he doesn't know much of anything."

"We had so much to do that I had hardly any time to do anything except get my lessons, so leisure reading was not very extensive. This crowding and overworking of the pupils it seems to me is very bad in many ways."

By a slight digression here we may introduce one of the most interesting comments found in the papers:

"I have seen the struggle for position on the honor roll grow so intense that girls ceased to be friends, eyes failed, nerves gave out as also did morals, and cheating was resorted to."

Naturally one of the most generally discussed points is the *election* of courses and studies: on this question both the experience and the opinions of the group spread over a wide range: about a third attended high schools whose one "course" limited all comers to Hobson's choice. Most, however, enjoyed some latitude, and also had done some thinking over their own experience and that of their friends. One account is so racy and truly descriptive that it must be quoted almost entire:

"When I first entered high school there were two courses. One which they called the 'Classical' included four years Latin, the other consisted of two years Latin, two years of German, Botany, and Physical Geography. Every one was encouraged to take the four years Latin. Perhaps you couldn't understand how Latin would benefit you but you were assured that you would always regret it if you didn't take it. So the only decision in regard to a course which the incoming freshman made was whether he should take Ancient History or Physical Geography. If the freshman had liked United States History in the grades he took Ancient History, if he didn't like history he took Physical Geography, not knowing what it was but thinking that he would surely like it better than history. Each year you took the subjects which you thought you would like or which your chum was going to take, that is, unless you had some idea of what you were going to do when you finished school, then you tried to take that which you thought would do you the most good; but the teacher would persuade you to take something else because you *should* take it, though she might admit that it wouldn't help you in your future vocation. Then there were certain things which you must take if you wished to enter college. Each teacher told you of the requirements of his own Alma Mater and you tried to follow them all because you didn't know which college

you would go to. Your parents tried to help you choose but the courses were changed each year so you must keep changing your course or you could not graduate."

A much briefer but quite accordant opinion is that of the writer who says:

"I think one of the gravest defects of the high school was the fact that we studied many subjects without knowing why we studied them."

Many complain explicitly of the lack of advice and counsel from the teachers:

"Little time was given to advising students about elective studies, in which considerable liberty was given. We all elected studies that we thought would be the easiest and would yet enable us to be admitted to the University. I do not think that many of us, at that time, gave serious consideration to the subject. . . . I had always wanted to take manual training but someone told me that no credit was allowed for it in college, so I never took any. If I had had a reliable adviser, my course would have been very different."

It should be noted that this student, who confesses and accuses concerning "snaps," is herself in the first rank of scholarship.

It is strange and painful to think that even one should have to write:

"After we had decided on the course in our Freshman year we were not allowed to change it during the four years."

The Medes and Persians were evidently not quite extirpated in that school!

To be commended to the consideration of all curriculum-makers is the remark relating to a school with three required and one optional study:

"These optional subjects were a joy to everyone as they enabled them to take some extra work in something they liked."

From choice of studies to choice of *vocation* and training for it is but one short step:

"One of the greatest needs that I myself felt [writes a most thoughtful and able student] especially in the last two high-school years, was the want of some good trusty adviser, who could search out and fathom the true essentials of my career, and guide me in the proper selection of studies."

Not one in the whole group can report any real aid from the side of the school in choosing a vocation or planning suitable preparation

for it when chosen. One young man (himself not planning to be a teacher) says:

"I was always told that my education would be useful to me no matter what I did in life, but sometimes I only half believed it in regard to certain subjects."

Says one, who had herself chosen teaching before she entered the high school:

"It would be so much better if teachers could once in a while try to catch the pupil in one of his moods of confidence and advise him. I would consider this one of his very important duties. Pupils drift and drift unreflectively through school, sometimes with not even the purpose that I was fortunate enough to have."

One of the brightest students chose to be a teacher of mathematics "largely" as she says,

"as a result of my admiration for my first mathematics teacher. . . . But instead of being given any voice in the matter or any aid in my determination I was urged along through a year and a half of the Latin course merely because I did good work in Latin and utterly ignoring my distaste for such work."

The great value of the vocational motive in school work, and incidentally the standard high school's really vocational function—preparation for teaching—both appear in several reports:

"The reason I stayed in school was that I had always wanted to be a teacher and knew that the way to be one was to get more education."

"Had I not felt that I was getting something that really helped toward attaining that end, I should have left school long ago."

"When I first entered the high school I planned to train myself for a teacher. Through all my course this thought, that I was beginning to prepare myself for my vocation, made me obtain great enjoyment from my work and kept my interest always alive."

How easy is the path through the high school into the vocation of teaching and yet how little solid logic there may be in the steps is strongly indicated in the following from one of the ablest and most intelligent girls:

"At this time I thought that the natural and only occupation open to a girl after she had gone through High School and the University was to teach school and I had not been long in the High School before I decided definitely that I wanted to teach Latin. I think the principal factor that influenced me in this choice was the fact that I liked to study Latin and, by putting twice as much time as on any other subject, I was able to keep at the head of the

class. Besides, the teacher was very much pleased with my work, and advised me to continue my Latin study with the view of teaching it. So I decided that this should be my vocation and I never seriously questioned the wisdom of this choice until last year—my Junior year in the University. Thus throughout my four years in High School I liked my studies, especially Latin, because they were of peculiar interest to me as a preparation for the vocation I expected to enter."

One only, a bright and piquant young lady, felt a negative suggestion:

"I cannot see that the high school had any influence upon my choice of a vocation, except inasmuch as it gave me a distaste (for the time being) for the calling that my family had planned for me, teaching."

Many interesting comments are made upon the *discipline* of the school and its relation to moral development. The majority complain of lack of freedom for choice and initiative and consequent retardation of volitional growth. The negative character of the training is frequently noted:

"I cannot say how far I was responsible for my conduct: if my will was educated it was only through doing things I disliked."

"There were not many times when a pupil had to make an important decision, so completely were we cared for by rules. I can almost say that a student could go through the four years without ever having to decide anything more serious than that she disliked her teacher, or that she would have to work harder or fail."

"I was urged onward in the path in which I had gotten started [says another] with no regard for my adverse desires. As far as any freedom of action was concerned all of that was entirely outside of the school."

This writer goes on to contrast with the lack of will-training in school the powerful influence of being compelled to make decisions and execute them in her home life, in which, at this time, she carried a good deal of responsibility. Another contrasts the spirit of home government with that of the school:

"In regard to freedom of action and responsibility for conduct, I was encouraged at home to do what really I thought was right, to consider the consequences before I acted, and was held responsible for what I did. I was treated as a child, not as a 'grown-up,' but yet as if I had some individuality and common sense of my own. Nothing of this kind was really done by the school. We were lectured on 'conduct,' but paid no attention to it."

It may be profitable for us as teachers to read some of the specific criticisms upon our systems of discipline:

"We had practically no freedom of action. Our Superintendent required strict and rigid discipline and even as Seniors our excuses had to be written by our parents. Examinations were taken with plenty of teachers in the room to see that no cheating was done, and this system if anything developed it, especially in students of weak character."

"We had no such thing as student rule. All classes not reciting remained in the Assembly Hall which was presided over by one of the teachers. Roll call was taken twice daily, and excuses were required for all absences and tardinesses. The student had practically no freedom. Permission had to be obtained for everything and the student was held responsible for everything done from the time he left home until he returned."

Of peculiar interest is the report of a student whose experience was not unmixed, and who attributes diverse results to the contrasting methods:

"As for freedom of action it all depended upon our room-principal. In the halls we were responsible for ourselves and in my freshman room there was the same spirit. In the sophomore room there reigned 'the silence of death' and every one did the same thing, hating the school, each other and most of all the teacher. My third year we were watched every moment, while we enjoyed some liberty again as Seniors. I developed more will power and responsibility my first and last year."

On the other hand not a few are well satisfied: one feels a real increase of voluntary action in passing from grades to high school:

"We now had responsibilities which we had not before. We had been used to all doing the same thing at once, for [in the grades] while one class recited the other studied, and the teacher was responsible, but now, with four different distinct classes, and numerous reciting classes, each must choose what he will do. Often too, there was no teacher in the room, and we must regulate our own conduct. This was often very good for us, for we felt our importance in being left alone."

Another seems fully to approve of the strict regulations:

"The pupils were quite strictly controlled by the rules and regulations of the school. Excuses must be brought from the parents for all absences or tardinesses and failure to appear at any recitation had to be accounted for in every case. If an hour were spent in the library instead of in the study hall, an approval blank must be filled out and signed by the librarian for presentation to the study teacher before the pupil could again be reinstated. And all of these rules are just and proper and necessary."

Still another, curiously enough, actually complains that she and her mates were treated too much as "grown-ups":

"I found things somewhat different from that which I had expected. Right at this point I want to offer the first criticism of the High School. When children leave the eighth grade they are usually not above twelve or thirteen years of age, mere youngsters one might say, and yet when they arrive at High School they must suddenly become regular young men and young women. This was my experience, at least. As a freshman in High School I felt that I had suddenly ceased to be a girl and had become a young lady. The teacher treated and thought of us as 'grown-ups' and the school system and curriculum were of the sort to produce 'grown-ups.'"

The nearest approach to such a criticism, however, in any other paper, is one girl's embarrassment at being addressed as "Miss."

In pleasing contrast with some of the foregoing is the following warm appreciation, which comes, by the way, from a *small high school* in a country town:

"During this period the 'will' was developed, for we were allowed great freedom, but were given to understand that we were trusted completely to do the best and honorable thing at all times. This of course led to the cultivation of honor and pride as well as of will power. My life outside the school was influenced at all times by my school life. It was in the school among my friends and teachers that all my ideals were formed, everything that I did I thought of what the girls and the teachers would think of it."

It should be added that the same student gives the high praise to her teachers found in the last quotation on that subject. (See p. 660.)

In view of the large number of students who come from the country and enter the *large city high schools*, it may be worth while to note that no less than three of these writers describe their entry into the great metropolitan school as painful in the extreme: one actually could not face the ordeal and fled (to come back later and win out):

"I finished all this work and then thought I'd go to the _____ High School, as some of my classmates were going. But when I went over there I couldn't understand the plan at all, didn't know what 'periods' meant nor what the cards they gave me meant, and the great number of finely dressed young people frightened me, a poor country boy. So I went back home after only two days. The complexity of the system drove me away. The city high school is a mighty complicated piece of machinery as compared with a high school with one teacher."

The others must have wanted to run away too, but did not quite do so:

"I was confronted with a new and strange environment and found it hard to appreciate the superior advantages in a large school. I knew no one, missed my old companions and felt helpless before the maze of rooms and the intricacy of schedules. I had a difficult course and no study periods. Just why I continued to go in spite of these things I cannot determine. Perhaps the mental image of teaching was the gleam I followed."

The third is perhaps the most intense of all: how little do we know what may sometimes be going on in the secret hearts of the boys and girls in our schoolrooms!

"I found myself, a timid country girl, thrust suddenly into the rush of the city. The misery experienced during that year in a city high school has never been equalled by anything except the misery of the Freshman year at college. I soon got my bearings, formed a number of semi-friendships and got fairly well interested in my work. I *had* to work—that was the redeeming feature of the year. It was especially good for me then because it deprived me of time for fits of despondency. But in spite of the high standard of the school, the teachers whom I very much admired, and the opportunities for revelling in the mysteries of a new world, I looked forward to the end of the year as to an escape from prison."

On the subject of *social life* in school, experiences and verdicts go far apart. Most wholesome and refreshing is an account from a small high school:

"My Freshman and Sophomore years were spent in a small town where pupils get well acquainted and where a neighbor's interests do not seem so remote as in a larger institution in the city. Action all tended to natural democracy. Class parties, at which our favorite teacher was present, afforded our chief social diversion. It is refreshing to look back and see with what eager anticipation we awaited these little gatherings where wholesome games and music were the sole means of entertainment. They offered opportunity for the expression of the social impulse so vital to normal youth. I daresay this feeling of interest and pride in class and the manifestation of the spirit of friendliness was a tie strong enough to anchor some members who might have been disposed to float away under different conditions."

Another sets forth with abundant optimism the advantages of a larger school:

"But, notwithstanding these various defects in the High School system, there are many excellent things as well. As has often been said, the High School is a democratic institution. Every boy and girl in High School, if

he or she has the proper stuff in them, can come out on top. In other words, every student is more or less on the same footing and equal chances are given to each if they will take advantage of them. There are the Debating Societies, the choruses, the clubs, the oratorical contests, class organizations, athletics, social times, etc.—numerous places where every active student may express himself. This is where the greatest freedom is allowed the student."

Three or four brief but incisive criticisms touch well-known weaknesses, especially in the larger schools:

"The social life in spite of the restraining hand of the faculty was also too complicated, too much modeled after the society of adults. It developed cliques. There was too much clannishness, too much emphasis upon 'those who belong' and those who do not."

"One cause for my rebellious feeling was a spirit of inbred democracy that could not tolerate the exclusiveness so evident, particularly in the upper classes. Then, too, in high school it was a disgrace to be 'broke' and one must always have ready change at hand. In the high school I attended there were fraternities and those 'in' were perfect 'snobs.' When a person was 'rushed' and did not make it they either changed high schools or dropped out."

"I remember nothing in my high school experience that I could adversely criticize. I was so full of enthusiasm for my work that it was all interesting to me. It is true I was unable to enter the social life of the school, but that was because I had no money and dressed poorly; I was sensitive and retiring."

One theme pervades the whole discussion—the *teacher*. All the shades of like and dislike, admiration and contempt, attraction and repulsion are expressed in their turn. There are a few charges of ignorance, as the following:

"My science teacher was a woman who didn't seem to know much more about the subject than some of the boys did as they could 'catch her up' on something almost every day. Many of the recitation periods were taken up by a discussion between the teacher and the boys on some subject they didn't seem to know much about and the rest of the class didn't know anything about. I naturally didn't get much out of the course."

The same writer met also an interesting and probably not uncommon form of indifference or rather preoccupation:

"My first Latin teacher only taught me one year and then was married. She was evidently thinking about getting married most of the time when she taught as she paid attention to hardly anything we said."

Many report indifference in various degrees, especially in all matters outside of the routine of school work: the most extreme case is the following:

"Outside of the hours 9 to 12 and 1 to 3:30 we saw nothing of our teachers and did not want to. They were not human to us: we never thought of them as ever being young and in high school themselves. They seemed a long way off and we dared not approach them."

The same writer declares that one particular teacher seemed "a mere sarcastic machine."

A few are most warm in their appreciation; one in particular describes just the sort of influence that all earnest teachers would greatly desire to exercise:

"The teachers were all very much interested in our work, mentally at least, and their one great aim was to instill in our minds and hearts a great desire for further education. We were always impressed with the idea that to be a help to others should be our aim and that to do those things efficiently we must be good citizens. These things were not told us in mere cold lectures but shown us in different ways by the various teachers."

Says another:

"When I try to consider what was very bad for me, I might say, a teacher, for whom I lost respect, for I judged others by her. . . . And those things which were good for me have been the many noble examples in teachers. . . ."

One report is worthy of being quoted at some length: it is from a man of quite unusual promise, who is now marked by qualities in strong contrast with his character as he describes it before his "awakening." It may well be that the mind unconsciously exaggerates the influence of striking experiences or of persons who have ministered to us in crises, yet one cannot read this narrative without being impressed anew with the great and subtle possibilities of spiritual contact:

"I had dreamed my way through the seventh grade and found myself in the eighth grade. When the greatest changes of puberty overtook me, I was very *dull and ambitionless*. [The italics are his.] All one year I loafed in my class, taking an interest in nothing, and of course I failed in the state examination, and not only once but three times, I think. Then I told father I didn't want to go to school any more and he put me 'to work' on our little place. As a matter of fact I spent most of my time fishing and riding bicycles and horses. One whole year I loafed, out of school.

"When school began the year after my protracted vacation I had no idea of returning. I wanted to learn shipbuilding or anything or nothing. But one day shortly after school commenced I stopped at the building to see a friend, and there I met the principal, Mr. S., and he talked to me and told me about

an education and how he would be willing to help me. All my life until that time is like a hazy dream and that day I awoke. I started to school, finished the eighth grade in February and the Freshman year in June. The teacher's stimulus and encouragement came just when adolescence was unfolding my ambitions and imagination. It has been a steady progress till the present."

After narrating certain discouragements he continues:

"But the thirst for an education was upon me. I wasn't ready to give up. Never once since the day the teacher talked with me has it ever occurred to me to give up and quit."

There is surprisingly little comment on *methods* of instruction; possibly this means that discipline, social life, and the personal relations come home to the student more even than the instruction which forms the bulk of the actual school occupation. Possibly also the student feels, consciously or unconsciously, his inability to pass a verdict upon the methods of presenting the various subjects. The commonest criticism is that of bookishness and remoteness from life. One of the ablest and most thoughtful writers says:

"Scarcely any of the subjects I studied were presented as having the slightest relation to my living; they were a certain number of pages in a book that had to be learned. Because of this method of presenting the subject matter I did not get as much benefit out of the course as I might have. . . ."

To the same effect with a little more detail is the following:

"It doesn't seem to me that our school life had much relation to our outside life. Nearly all our subjects were a study of the book with no application or relation to outside affairs. For instance the study of civics was a study of the constitution and we did not connect it with every day affairs even as much as we did in the eighth grade."

Several undertake to sum up the actual mental progress made under the influence of the high-school course; one very thoughtful girl says:

"The chief function the high school performed in my case was to open my eyes to the world outside myself and to create a desire for a greater knowledge of it."

As to moral growth she goes on:

"The greatest good acquired in the period was the quality of self-reliance and this was due not so much to the school's influence as to the fact that I was away from home."

The most extended and most interesting of these summaries is full of hope and encouragement, yet not without its notes of warning, especially in view of the fact that it is written by a student of marked academic success:

"It was what I might call a period of eager absorption, which did its greatest service at a later period when I went to the University. Of course, there was something besides mere absorption. I had a point of view, a basis of attack for most of my practical experiences. I felt I could now talk rather intelligently about local politics on the basis of my civics, that I could understand the workings of the weather bureau from my Physiography. . . . On the whole my High School training did me immeasurable good as a preparation for my career, my private life and my social relations. It would have been most unfortunate if I had not obtained it. Yet, I cannot say that the High School completes the education of the boy or girl sufficiently to enable him to take his place in the world most efficiently, at least to judge from my own case. It left me too unreflective. It took a university course to waken me more fully to the problems of our experiences and to see more efficient methods of attacking them. I needed a philosophy, a standard of judgment, things I did not get in High School. But the High School did prepare me for the dawning that was to come. It laid the foundation at an impressionable age, and made me ready for the commencement of a higher type of thinking that was to come with mature years."

One passage which relates to the high school only indirectly, yet still potently, we cannot refrain from quoting. Its message is indeed rather to parents; to most teachers and still more to principals who have to deal with "cases" of discipline it will bring a wish, almost painful in its intensity, that there were more such homes. From a family life like this come children who easily win success with one hand and joy with the other, and so realize human life in its fulness.

"I very seldom went away from home on any evening during the school week and if I did go out I had to be home by ten o'clock; but every evening after supper we had half an hour or three-quarters of an hour of recreation at home with all the family participating. . . . Each evening we talked over with our parents everything that had happened during the day and during these hours of the evening our interests were their interests and we enjoyed their company and their suggestions. After we had all had a chance to tell what happened in our classes during the day I played the piano and we all sang, and enjoyed ourselves until we were ready to settle down and study. If there was any problem that we could not work or if we were learning a poem and wanted

to recite it to someone, father was always ready and willing to help us and this made us feel that our school work was the most important thing at this period of our lives."

It is clear of course that these accounts of experiences and expressions of opinions are altogether too few in number to be used in positive proof of any general propositions; their value is in what they reflect of the student's thought and attitude, and in such suggestions as they may afford to the teacher and the student of school problems, suggestions which will vary with every individual reader. On the other hand, these extracts taken from about a score of different accounts are truly representative of more than a hundred similar papers which the writer has received and examined. Hence it may be allowable to lay stress upon a few points that stand out in the testimony as a whole.

First, it is notable that the most favorable reports on nearly all aspects of school life come from *small high schools*; the only exception (mentioned several times in passages not quoted) is in respect to equipment, where of course the large school has the advantage, at least over the very small one. But in matters of discipline, social life, personal relations between teachers and pupils and consequent influence upon mind and character, the warmest praise comes in every case from a student in a small school. On the other hand, heavy charges are made against large schools, including snobbery, caste, and extravagance; mechanical methods in discipline and instruction; the submergence of the individual; and the almost total lack of personal touch between teacher and pupil. Large high schools are increasing with almost incredible rapidity, far out of proportion even to the increase of enrolment; in 1893 there were in the whole United States only ten high schools with over 1,000 students enrolled; today it is but a small city that does not have a school of that size, and there are probably twenty for every one in 1893.

In the next place there is almost a consensus of feeling and opinion on the need of more *personal touch* between teacher and pupil; this is an old story, and yet it receives new force from the words of these young people now in college who record errors in selection of studies, loss of power and warmth in their school life, and other

damage, due to the wall of separation between them and their teachers; moreover these are the very persons who, if any in the high school, would have attained intimacy with the teachers—they came from good families with intellectual traditions, were bound forward on the road of academic training, and were destined in most cases to become teachers themselves—indeed in several instances had already chosen this career. If they complain of the lack of personal acquaintance, what of the many whose condition was less favorable?

Not once is any mention made of *religion* in any form or manner; and only once of "opening exercises," and then only in a slight and incidental way. (This in a passage not quoted.) If we were writing on symptoms in education more should be made of this striking omission; as it is we can merely point to it in passing.

Finally the papers themselves, and we hope the fragments here presented, carry the encouragement that comes from feeling the warmth and vigor of the minds and hearts of healthy young people of school and college age; they are serious without being solemn; open-minded, and pretty clear-sighted; able to criticize sharply, but ready to appreciate and praise without stint. Much may be wrong with our educational plans and machinery, but closer contact with the "educands" is almost always a tonic for him who is beginning to be discouraged.

THE REORGANIZATION OF THE GRADES AND THE HIGH SCHOOL

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At no previous period in the world's history have changes in the conditions of life been so rapid as they are today. Caesar and Napoleon were separated by some eighteen centuries, yet they saw about them essentially the same conditions of labor, of travel, and of life. It is now less than a century since the death of Napoleon, yet if he could return today, he would find no essential aspect of life, as he knew it, unchanged. Moreover, in America at least, these changes have for the most part occurred since the Civil War. That in consequence American education today is ill adapted to the changed conditions of life, few who are familiar with modern industry, as well as with education, will care to deny.

The common schools of today can be traced back to the *writing and reckoning* schools established in Massachusetts in 1680. These corresponded approximately to grades 4, 5, and 6. The lower grades, 1, 2, and 3, were not generally added until about 1820. Grades 7 and 8, or work corresponding thereto, were added still later, while the high school was at first merely a further extension of the common schools along the same lines as grades 7 and 8. Gradually, however, the high schools became separate in organization and administration from the grades below them. This differentiation occurred partly as a result of the growth of towns into cities, which rendered it impossible to house all the pupils in one central building. It was also due in part to the increasing demand on the part of the public that these schools take over the business of preparing students for college, which had hitherto been a monopoly of the private academies. Thus it has come about that the American public-school system consists of an elementary course of eight or nine years, followed by a secondary course of three or four years, radically different in character,

organization, and administration. Strictly speaking, it is not a system at all, but a historical accident.

In the second place, not only was the American public-school system never deliberately planned by anyone, but I venture to doubt whether, if it were not already here, any sane man would ever plan it as it now exists. A few of the most obvious objections to it may be thus briefly summarized.

Neither the common school nor the high school has, under existing conditions, any separate task or any definite purpose.

The proper aim of the common school is to impart the school arts (reading, writing, and arithmetic); but continued drill on these subjects throughout eight years, with emphasis on form in place of content, is deadening in its monotony. Moreover, if the unanimous testimony of the business world can be accepted, such drill does not produce a marked degree of proficiency in any of the arts. Far better results are obtained in countries such as Germany where attention is earlier shifted from the form to the content. In so far, however, as such a shift is made in the common school, it ceases to have a separate task or a definite purpose.

The proper aim of the high school, on the other hand, is to map the general divisions of the field of human knowledge, and show the methods of approach to each, to the end that students may find their way around alone, and likewise find themselves—that is, choose, as wisely as may be, their life-work. As matters stand, the high school is forced to share this task with the grades below, which have no organization whatever for such a purpose; and also with the college above, where essentially high-school work is continued during the first year or two of the course. These facts fully justify Dr. Dewey's contention that "the high school begins at no definite point and ends at none."

In order to fill up the eight-year elementary course, when first established, the common school took over from the district school its collection of arithmetical and grammatical puzzles, intended originally for young men and women, but wholly unsuited to children; and all efforts to dislodge this mass of absurdities from the common schools have failed, even though the curriculum is now seriously overloaded. As a result, the schools continually work against, in place of with, nature.

At the time when pupils' memory is active and their reason undeveloped, they are given complicated arithmetical puzzles to solve, or required to delve in the mysteries of technical English grammar, which (as distinguished from practical language work) is a highly abstruse subject. Thus it comes to pass that, in the words of the Morrison Report, "much is learned today with great painstaking which, if left until the riper experience of tomorrow, would be learned incidentally and without conscious effort." At a later period, when memory is less active and reason has begun to develop, the schools again go counter to nature by putting pupils on subjects calling chiefly for memory, such as the elements of foreign languages. This practice is, moreover, so much a part of the system that it can be eliminated only by a fundamental reorganization.

Differentiation of courses is too long delayed.

The age of twelve usually marks the beginning of adolescence, when a profound change, both physical and psychical, occurs. On the psychic side this change is marked by new feelings, new interests, and new tastes—in a word, by the development of individuality. To attempt longer to crowd all children through one and the same course cannot but prove disastrous.

We have heard much of late concerning "retardation" and "elimination" in the schools; and many ingenious reasons have been assigned for these phenomena. In point of fact, the matter is very simple. We have the testimony of Mr. Ayres, in his epoch-making study of *Laggards in Our Schools*, that elimination from school is most noticeable after the pupils reach the age of twelve, when they are required to take up a "continuation of a wearily monotonous curriculum." It cannot be otherwise. A uniform curriculum must aim at the "average pupil," who is a myth, and cannot be adapted to the varying tastes and capacities of the actual pupils. It therefore of necessity destroys interest, and fails utterly to meet the social and economic needs of the community. Such a curriculum in fact, while designed chiefly to prepare for high school, is not even well adapted for that purpose; and it is still less suited to the great majority who never enter high school.

In view of these facts, it is clear that no man and no body of

men, however wise, can construct a course which will be the best for all pupils through eight years. Differentiation of courses is indispensable, and the logical and psychological moment for such differentiation is at the age of twelve—that is, the beginning of the seventh grade.

The common-school curriculum is hopelessly congested, especially in grades 7 and 8.

Besides formal drill in the school arts, and the mass of puzzles which it inherited from the district school, new subjects are constantly being introduced, largely in response to popular demands. Each class of zealots in the community feels that the safety of the country depends upon having the subject in which they are interested taught in the common schools. They organize, and agitate, and petition, until the subject is introduced; then perchance, having done their duty, they forget all about it. The congestion, however, remains; the teacher, the principal, the superintendent, and the unfortunate pupils cannot forget about it. Thus we have algebra, and constructional geometry, and drawing, and music, and nature-study, and temperance physiology, and patriotism, and shopwork, and sewing, and cooking, and agriculture, all added to an already overcrowded curriculum. Is it a wonder that teachers have nervous prostration, or that children are unable to master anything because of the multiplicity of things they are called upon to study?

Many people, seeing this condition of the curriculum, exclaim against the "fads and frills," and demand a return to the "three R's"; but the days of the "three R's" have passed away, never to return. Conditions of life have become too complex, and the demands upon the citizen too great, for such a simple and rudimentary education. It does not follow, however, because a subject is worthy of a place in the course, that all pupils should be compelled to study it, or that all should study it to the same extent. In other words, the remedy for congestion of the curriculum is not exclusion of subjects, but differentiation of courses, so that pupils may in a measure follow the bent of their tastes and capacities.

If a uniform course through eight years is bad, promotion by grades is worse, especially after the age of twelve.

To force all pupils not only to take the same course for eight years, but to repeat subjects which they have passed, merely because they have failed in others in the same grade, is to generate indifference, if not active hatred, for school. In view of these two practices, no one need wonder why so many pupils are "retarded" or "eliminated"; the only mystery is, that so many survive and go through the schools.

The break between the grades and the high school is too sudden and complete.

This is the case because the pupil usually passes at once from the patriarchal (or matriarchal) régime of one room, one teacher, a fixed body of classmates, and a familiar round of studies to the régime of various rooms and teachers, a shifting body of students, and a series of wholly new subjects. The school mortality in such circumstances is unavoidably heavy. On the other hand, many who now fail and leave school would succeed if only the change were more gradual. Here again the remedy is differentiation of courses and promotion by subjects (which of course involves departmental work) in the seventh and eighth grades, before the old and familiar studies are wholly discontinued.

The break between the grades and high school, moreover, occurs at the worst possible point in the course.

Under the present plan, this break happens in the very midst of adolescence, when the pupil is usually possessed by the greatest variety of vagaries and hallucinations. To turn him adrift at such a time, especially with the additional hallucination that in finishing the eighth grade he has actually completed something, is to insure the maximum number of irreparable mistakes. On the other hand, if the pupil could be held in the familiar environment and under the same influences for a year longer, such mistakes would be greatly reduced. It is the first year of high school which is fatal; relatively few who pass the first year successfully go to pieces afterward.

Again, the break at the end of the eighth grade does not, in progressive states such as Minnesota, correspond to the legal age for leaving school.

As a result, vast numbers either leave school a year or two

before the legal age, or, if they enter high school under compulsion, merely loaf until they are of legal age. In such cases, they are a detriment to the school; and they are apt to acquire habits of idleness which later prove a detriment to themselves. In fact, there is no doubt that many a boy has been ruined by a year in high school, while waiting for time to pass. Even supposing a student who is staying only one year in high school does apply himself, what can he accomplish in that time which is worth while? On the other hand, he would profit greatly if he could have, in place of fragments of two practically unrelated courses (in the grades and the high school), a unified three-year course, beginning in grade 7 and adjusted to his special needs and capacity. Such a unified course cannot be given partly in the grades and partly in the high school, in view of the fundamental difference in spirit, organization, and personnel which obtains in these schools. A redivision of grades and high school is therefore imperative if such a course is to be established.

The break between the eighth and ninth grades is especially unfortunate in small communities which cannot properly maintain the full high-school course. In such cases the community sometimes spends money in attempting to maintain a full high-school course which is sorely needed in the grades, with the result that both the grades and the high school are starved, and their efficiency suffers. This is the situation in not a few villages in Minnesota. On the other hand, it frequently happens that such communities, recognizing their inability to maintain a full high-school course, decide to stop with the eighth grade, notwithstanding their population and taxable property would warrant the addition of another year. The effect is, in the aggregate, to cut short the education of large numbers of children.

The problem here suggested is of great importance now, and is certain to increase in gravity with the rise of consolidated rural schools. Indeed, the success of this movement depends in no small measure on the proper articulation of rural schools with high schools. Such schools cannot, as a rule, carry pupils through the high school, yet to stop at the eighth grade is to expose the pupils to all the dangers of the present system, multiplied by reason of

distance, expense in reaching larger schools, and total unfamiliarity with town conditions. Here again the remedy is to differentiate at the beginning of the seventh grade, and offer several unified courses running through the ninth. Students completing such courses will usually be of legal age to stop school; and those who decide to enter high school will be exposed to far less danger.

The present system complicates unnecessarily the problem of discipline. The great problem in the grades is to control the big boys, and the girls whose minds have begun to run on boys. If these could be removed, the benefit would be mutual: first, to the lower grades, which would be relieved of a disturbing element; second, to the older pupils themselves, who could be brought under conditions and methods of discipline more suited to their years.

Somewhat similar conditions obtain in the high school. It is well known that first-year high-school pupils need quite different treatment from the upper grades. In fact, they have more in common with grades 7 and 8 than with the grades above them. This fact emphasizes the desirability of a common course and administrative organization for grades 7, 8, and 9.

The present system results in inefficient teachers and teaching, especially in the grades. This is not a criticism of the grade teachers themselves: many among them are most conscientious and capable. It is, however, a fundamental criticism of the system under which they work. The grade teacher and the grade principal are the only surviving persons in this age of specialization who are officially expected to know everything and to teach everything. The result is that they cannot make adequate preparation for their work before they begin teaching; and still less can they do so after they are once in the treadmill of daily work. On the other hand, with differentiation of courses, promotion by grades, and departmental work, each teacher above the sixth grade could devote herself to one or two allied subjects, with a great gain in efficiency.

By this plan, moreover, each pupil would come into contact with several teachers; and a single inefficient or overnervous teacher could not work the educational ruin of a whole roomful of children, as sometimes happens under the present system.

It is indeed true that departmental work can be carried on without the proposed reorganization. It is, however, something at bottom alien to the present system and dependent everywhere upon the will of the superintendent or principal: under the proposed plan, it would become an essential part of the system.

The present system is economically wasteful.

It is wasteful of teachers: for it is unavoidable, when schools are so placed as to be within walking distance for children of five or six years of age, that the seventh- and eighth-grade classes will vary greatly in size, some being too large and others too small. Yet no matter how small these grades may be, each district insists on having them. Scattering these grades of course runs up the per capita cost and compels economies in other directions, such as teachers' salaries and material equipment. The wastefulness inherent in the present system thus reacts directly upon the efficiency of the schools.

The present system is even more wasteful of material equipment. In the days of the "three R's," when a school consisted of four walls and some benches, this factor did not enter into the problem; but with the introduction of the elements of science, and especially the manual subjects—shopwork, cooking, sewing, and the rest—a large material equipment has become indispensable.

To provide an adequate equipment for these subjects in every public school means a practically prohibitive expense. What is more, the equipment would necessarily lie idle most of the time. This fact has led, in many places, to the establishment of "manual training centers" for grades 7 and 8, at certain centrally located schools. This device is an open confession that the eight-and-four division of the public schools no longer corresponds to the educational needs of the times. Moreover, owing to the inevitable loss of time and the administrative disorganization due to the frequent shifting of pupils from school to school, it is certainly a temporary makeshift. In point of fact, it is no doubt the first step toward the break-up of the eight-and-four plan, and the concentration of grades 7 and 8 at various centrally located schools, where classes can be equalized, workshops, assembly halls, and gymnasiums provided, and teachers employed who are especially

adapted to pupils of that age, and especially prepared to teach certain subjects.

In view of the objections to the present public-school system, of which the foregoing is but a brief and imperfect summary, it is not surprising that for many years most thinking men have felt that the results obtained from the public schools are not at all commensurate with the time, money, and nervous energy spent upon them.

The first striking evidence of this conviction was afforded by the famous report of the Committee of Ten, of which President Eliot of Harvard was chairman. In 1893 this committee reported to the National Association in favor of "enriching" the course of study in grades below the high school, through the introduction of various subjects such as algebra and Latin, which had hitherto been confined to the high schools. This plan was adopted in many schools, but few will claim that the results have been satisfactory. The subjects were introduced without being recast to adapt them to a lower grade, without any change in the organization or administration of those grades so that the pupils might be adapted to new methods of work, and in many cases without adequately trained teachers to handle the new subjects. In these circumstances failure was inevitable. The principal effect of this enrichment plan has been further to overload an already congested curriculum.

In 1899 the Committee of Thirteen, recognizing that the enrichment plan had failed, and likewise the reason for it, reported to the National Education Association in favor of a unified six-year high-school course, beginning with the seventh grade. This recommendation, however, like that of the Committee of Ten, came from men who were for the most part not public-school men, and the plan was regarded generally as designed to further college interests. Some few cities, such as Kansas City and Muskegon, Mich., went so far as to transfer the eighth grade into the high school—establishing thus a seven-year elementary course, and a five-year high-school course. The general testimony is that this change was a decided improvement over former conditions. No city, however,

at that time, adopted the recommendation of the Committee of Thirteen as a whole.

In 1904 an exposition was held in St. Louis, which brought forcibly to the attention of the educators of the United States the fact that this is the only civilized country in the world which demands eight or nine years of school life for the general elementary course. It was seen that the English, French, or German boy is approximately two years ahead of the American boy. It was further noted that England, France, and Japan, which have studied the educational systems of all countries with the utmost care, all have the six-year elementary period, while Germany has in part a four-year elementary period. In these circumstances the movement for the reorganization of our educational system received renewed attention.

At the 1905 meeting of the National Education Association, a committee was appointed to study the question, of which committee Principal Morrison of St. Louis was chairman. This committee and its successors reported in 1907 and subsequent years emphatically in favor of what is called the six-and-six plan; that is, a six-year elementary course followed by a six-year high-school course.

Unlike the report of the Committee of Thirteen, this movement originated with practical school men, the colleges having nothing to do with it. As a result of this movement, together with the growing dissatisfaction of the public with the traditional system of education, there are now some twenty cities in the United States having five- or six-year high-school courses, following six- or seven-year elementary courses.

The six-and-six plan has the merit of definiteness and simplicity. In villages and towns where children of twelve years of age can readily reach a central building, it is also the plan most easily adopted and most certain to prove efficient in operation. In the long run, indeed, these merits may not improbably cause it to be generally adopted, though distance and expense are serious obstacles to its immediate adoption in the larger cities.

There is, however, one serious objection to the plan as usually framed. Many students must necessarily drop out before the end of the high-school course, and the usual six-year plan provides

no suitable stopping-point for such students, but leaves them with a sense of failure and incompleteness. What is perhaps more important, it leaves them, as the present system does, without a well-rounded training for anything in particular. In order to meet their needs, it would be necessary to divide the six-year course into two three-year cycles, one embracing grades 7-8-9, the other including grades 10-11-12; and then to arrange the curriculum so that few subjects would lap over from one cycle to the next, and likewise so that the practical or vocational element would be emphasized in grades 9 and 12. For example, while English and foreign languages would have to overlap, the several sciences could be assigned to one or the other cycle, and high-school mathematics (algebra, etc.) could be reserved exclusively for the upper cycle. Such an arrangement would dispose of the principal objection to the six-and-six plan; and, incidentally, it would give students completing both cycles a far better training in mathematics than the present disjointed course in that subject. Moreover, if shorter periods are thought better for the younger pupils, it would be feasible to have thirty-minute recitation periods in the 7-8-9 group and forty-five-minute periods in the 10-11-12 group (three of one equaling two of the other), and to adjust the work in other respects to the varying age and capacity of the two groups.

Another (very rudimentary) plan of reorganization consists in the introduction of different courses in grades 7-8, without separating them from the lower grades. The Education Department of the state of New York, for example, has issued a syllabus for a six-year elementary course, providing for differentiation of courses in the seventh grade, but not expressly for any redivision of grades. In this case, the reports of the department leave no doubt that this six-year syllabus is merely the first step toward a thorough reorganization of the system. As such, it is most promising. There is, however, no reason to expect any real reform so long as grades 7 and 8 are housed and administered with the lower grades. All the difficulties enumerated above, except the single uniform course, are likely to continue to exist, even to the atrocious "lock-step," or promotion by grades. The most that can be said in favor of this plan is that it would be easy to adopt,

because neither grade principals nor high-school principals would be apt to oppose it.

A third plan of reorganization calls for the separation of grades 7-8 both from the lower grades and from the high school, as at Richmond and Goshen, Ind. Separate schools for these grades, with proper equipment, personnel, and administration, would eliminate many of the abuses of the present system; but they could not provide for the great number who drop out unnecessarily at the end of the eighth grade, or who attend the high school only a year. For this reason, they are likely to prove merely a step toward the six-and-six plan, or toward the establishment of intermediate schools comprising grades 7-8-9. This plan has, however, the practical advantage that it would not be apt to antagonize high-school interests.

A fourth plan of reorganization contemplates the establishment of separate intermediate schools to include grades 7-8-9, offering parallel courses, and promoting by subjects in place of by grades. This plan is outlined in a report prepared by the Educational Committee of the Minneapolis Commercial Club, which report is attached to this paper. Something similar is already in operation in Cokato, Minn., Berkeley, Cal., Grand Rapids, Mich., and Kalamazoo, Mich. This plan is also about to go into effect in Evansville, Ind., Red Wing, Minn., and Los Angeles, Cal. It has the merit, in a greater degree than any other plan, of providing a strong three-year course for the vast number who now leave school between the seventh and tenth grades, prepared for nothing in particular and therefore for the most part doomed to swell the ranks of inefficient and ill-paid laborers.

In contrast to the present system, the following advantages may be claimed for this reorganization of the public-school system:

1. It would assign a single and distinct aim to the elementary school, and likewise to the high school.
2. It would force the elimination of non-essentials in the elementary curriculum, especially the mass of inherited puzzles.
3. It would make possible the teaching of subjects at the time when the mind is best fitted to receive them.
4. It would break up the uniform course, the lock-step in pro-

motion, and in general the attempt to standardize children beyond the sixth grade, in favor of individuality and freedom.

5. It would consequently go far to solve the problem of the laggard in school.

6. It would likewise tend to hold in school for a longer period many who now drop out, especially the boys. More would reach the end of the ninth grade, and more would consequently continue through the high school.

7. It would relieve the congestion of the curriculum and the consequent overpressure on both pupils and teachers.

8. It would render the transition from the one-teacher régime to the high school less sudden and less dangerous.

9. It would shift the breaks in the school course to the natural and least dangerous points, whether viewed from the educational, the economic, or the legal standpoint—namely, the ends of the sixth and ninth grades.

10. It would favor the wise adjustment of school facilities to resources in small communities, and in consolidated rural schools.

11. It would tend to greater efficiency in administration and in teaching.

12. It would eliminate waste both of teachers and equipment and therefore in operation, making possible better education at less (or at least no greater) expense per capita.

13. It would be better, both for pupils who drop out, and equally so for those who continue through the high school, since longer sequences of studies and more earnest work would be possible.

14. It would especially facilitate the development of hand-work, in preparation for trade apprenticeship, trade schools, and continuation schools after the ninth grade.

15. Above all, while thus meeting the social and economic needs of the twentieth century, the proposed plan would maintain, in full vigor, the democracy of the American public school. This is a matter worthy of most serious consideration. We cannot forever go on sacrificing educational efficiency to a fetish of equality represented by a uniform course of study. Somehow we must, and we shall, adapt our educational system to the new needs of a new age. Already in several cities along the Atlantic seaboard

the plan is being tried of sorting out at the beginning of the seventh grade those who are going on to high school, and sending them directly into the high school; or else of sorting out those who are not going to high school, and sending them directly into trade or industrial schools. Either plan is undemocratic in itself, and likewise open to serious objection, in that it compels an irrevocable decision as to the future career of the child at a time when neither the parent nor the pupil can make such a decision wisely. On the other hand, the intermediate (or junior high-) school plan, while recognizing frankly that all children are not alike in tastes or ability, nor destined to follow the same occupations in life, would tend to keep all children together through the ninth grade—that is to say, for a year or two longer than at present—and would thus the better enable them to “find themselves” and choose wisely some occupation for which their tastes and talents fit them, or haply to defer the choice still longer, meantime securing a high-school education.

In this connection it is interesting to note that the plan conforms to the ideas expressed by the Committee of the American Federation of Labor on Industrial Education, of which committee John Mitchell was chairman; and further, that the intermediate-school plan was expressly and unanimously indorsed by the Minnesota Federation of Labor, at the Red Wing meeting in 1909.

It has been suggested by some that the plan may be adapted to large cities, but is not adapted to smaller communities. This I believe to be an error. In a great city, with a vast sum of money invested in buildings constructed for specific purposes, the difficulty of carrying out such a reorganization is indeed not far from insuperable; and yet such a change would call for careful planning, some extra administrative work while the new system was being established, and for a building program not necessarily larger than would otherwise be undertaken, but adjusted to different ideals. Moreover, in a great city the forces of educational conservatism are apt to be strongly intrenched; and these are sometimes reinforced by such as fear that a change might affect their own importance in the system.

In smaller communities, on the other hand, none of these conditions exist, or if they exist their influence is less pronounced. The

buildings are fewer, the distances to be traveled by the pupils are less, and the teaching force is, as a rule, less conservative. Where only one building is used for school purposes in the town, the change presents no difficulty whatsoever. It is merely a question of administration. Where two or three buildings only are used, the distances are not apt to be so great that pupils from the seventh grade upward cannot be sent to the central building. Even where there are eight or ten buildings in a city it will usually be possible to take one of them for use as an intermediate school in each end of the city. By one method or the other, the problem can be solved; and I am fully convinced that to the villages and smaller cities we must look, in this vital reorganization of education, for educational leadership.

By way of confirmation of the advantages claimed for a redivision of the grades and the high school, it is possible to cite the experience of various communities which have tried one or the other plan. The following statements are taken from letters in my possession. Taken together, they seem to indicate that (as argued above) almost any division is better than the traditional eight-and-four division.

I. THE TEN-AND-TWO PLAN

GARY, IND. 7/17/11.

We group the children from the kindergarten through the second year High School in the same building. Our plan is to provide every inducement for keeping the children in school until they are 16 years of age. We increase the per capita cost in the 7th. and 8th. grades, but lower it in the 9th. and 10th. grades, the average being practically constant. The efficiency of school work is raised because of the superior character of the work in the common schools.

WILLIAM WIRT, *Supl.*

II. SIX-AND-SIX PLAN

CRAWFORDSVILLE, IND.

December 20, 1911.

The six and six plan of dividing the twelve grades is in successful operation in the Crawfordsville schools. The upper six grades, seven to twelve inclusive, are located in one plant on an entire city block. The 7th. and 8th. grades are in one building and the 9th. to 12th. grades are in another building erected so that they are connected with each other. The supervising principal has direction of the entire six grades. Practically all of our pupils under the

seventh grade change buildings for the last time before they are old enough to quit school. The grammar grades are organized on the departmental system just as the High School. When a pupil once gets beyond the seventh grade there is no reason why he should drop out so far as the organization of the school is concerned. With our 8th. grade students there is nothing new or strange about the High School. They have been living in it for two years and know the teachers and their ways. The grammar grade students attend lectures, entertainments, and social functions with the High School pupils. All the 7th. grade students that make good records in the 7th. grade English are permitted to elect German or Latin in the 8th. grade. They are thus enabled to get an early start in their foreign language work. The grammar grade boys who take manual training take it in the High School shop and the grammar grade girls who take sewing take it in the High School building. The results are highly satisfactory. The percentage of students dropping out at the end of the 8th. grade is no larger than those dropping out at the end of the 7th., 9th., or any other grade.

L. N. HINES, *Supl.*

LEAD, S.DAK.

May 4, 1910.

We are completing our fifth year under the 6-6 plan and believe results more than justify such an organization. For a city of our size it would seem to be the better plan. For large cities it would seem to me that the 6-3-3 plan might be preferable to the 6-6 plan.

ANSON H. BIGELOW, *Supl.*

III. EIGHT-ONE-AND-THREE PLAN

DENVER, COLO. 10/25/11.

In two of our high schools the first year of the high school is separated from the main buildings. In both cases this has been due to the congested conditions. We find that, contrary to our expectations, the great majority of the parents seem to favor this separation. It seems to me to give a certain distinct unity to the school and a feeling of solidarity on the part of the pupils, which has apparently been beneficial. It also constitutes a somewhat less formidable break in the elementary school work, and the pupils themselves are not overwhelmed by the presence of older pupils in the room who are strangers to them. We are inclined to think there are many arguments for the permanent separation of the lower grade from the higher in high school work.

C. E. CHADSEY, *Supl.*

IV. SEVEN-AND-FIVE PLAN

MUSKEGON, MICH.

June 15, 1911.

The seventh grade work is done in a central building on the departmental plan. The 8th. and 9th. grades are in the Annex of the High School and are held under closer supervision than the regular High School grades. The 10th.,

11th., and 12th., grades are considered the High School proper. We now believe that this is a better division than the old eight and four plan. It gives us the opportunity of doing a different class of work in the 7th. grade and also enables us to vary the work in the 8th. and 9th. grades so as to keep up the interest of the children. The results of the seven and five plan are:

- (a) the number leaving school is growing less and less.
- (b) efficiency of school work is becoming greater.
- (c) parents are now pleased with the plan although they were skeptical at first.
- (d) there has been only a nominal increase of expenditure.

The most striking effect is that the attendance in our High Schools during the last ten years has doubled although the city has decreased in population in that time. We also have more boys than girls in the High School. We have departmental work in the 7th. grade and thus prepare the children for the transition to the work in the High School. I believe in the plan and would be glad to have it arranged so that we could have the 7th., 8th., and 9th., grades in a building by themselves and the 10th, 11th., and 12th. in a building by themselves.

J. M. FROST, *Superintendent*

V. SEVEN-THREE-AND-TWO PLAN

KALAMAZOO, MICH.

June 29, 1911.

The Central High School includes all members of grades 11 and 12 and also pupils of the 9th. and 10th. grades from adjoining territory. We have now in three other buildings which are situated in other parts of the town, the 9th. and 10th. grade pupils working in a departmental school with 8th. grade pupils and also in one case with 7th. grade pupils. In its working out the plan has convinced me, First, that the distribution of high school centers increases enrollment; second, that the treatment of the 8th. grade on the same basis as the High School, with promotion by subjects, is very effective in helping to hold pupils in school over the restless period; third, that the 8th. grade is perfectly able to carry on the work on the same plan and by the same instructors as the High School. As to the efficiency of the school work, I know that the efficiency of the 8th. grade work has been increased and that the efficiency of the 9th. grade work has not been injured.

S. O. HARTWELL, *Supt.*

VI. SIX-TWO-AND-FOUR PLAN

ELY, MINN., 10/17/11

Our buildings are not such here as to allow us to try the 6-3-3 plan. We are organized, however, after a somewhat similar plan with most excellent results. Our grammar school is run on the departmental or sub-high school plan. The grammar school is in the same building as the high school and uses

the same shops, kitchen, sewing room, etc., and dovetails into the High School work.

If we had room on the grammar school floor, I would hold back the freshman high school class and call the organization an elementary high school.

It seems to me that the so-called 6-3-3 plan comes nearer to being ideal than any other that is suggested. It would certainly help to break up the monotony of our existing grammar grades, and to hold the children in school.

C. H. BARNES, *Supt.*

CLOQUET, MINN. 10/24/11

We have rearranged our courses in the seventh and eighth grades. About half of the students take the industrial course. I believe that we have a greater number of students entering the high school because of this re-arrangement. We are well equipped for all the industrial work. In agriculture we have a ten-acre farm and a greenhouse.

PETER OLESEN, *Supt.*

RICHMOND, IND.

June 22, 1911.

The seventh and eighth grades are together in a building containing gymnasium and laboratory and conducted on the Junior High School plan. This plan has done much to keep the grammar school pupils in school, securing a much larger attendance in the High Schools.

T. A. MOTT, *Supt.*

GOSHEN, IND.

Our seventh and eighth grades have been on the departmental plan for five years, occupying the building formerly used as a High School building. It has a large study room and separate recitation room and is conducted precisely on the High School plan being under the charge of a Principal and a number of assistant teachers. Each teacher gives instruction in two subjects and has charge of the assembly room one study period a day. By this arrangement of the grammar grade work, we can easily allow pupils who are capable of completing the grammar grade work in a short time, to take up one or more High School subjects, and thus shorten the number of years they are in the High School proper, while the average pupil is not hurried beyond his capabilities. We find the transition to the High School made much easier because of the departmental work in the grades. The difficulty of becoming accustomed to a large study room and the supervision of a number of teachers is eliminated. When pupils are promoted to the High School they have only new subjects to become familiar with, not new mechanical arrangements.

LILLIAN E. MICHAEL, *Supt.*

VII. SIX-THREE-AND-THREE PLAN

COKATO, MINN.

Nov. 15, 1911.

Our course has been modified to the six year elementary plan, with the idea of teaching all subject matter to completeness whenever it is taught and doing away with "rehashings" as the pupil progresses. Under the old scheme, if the schools are to get out of the rut they are in, the 7th. and 8th. grades must be reorganized, whether or not the 6-3-3 plan is adopted. The 6-3-3 plan would not diminish the number carried over from the 6th. and 7th. grades. We carry over all of them now. Moreover, the 6-3-3 plan will hold the 8th. grader over to the end of the 9th. year when he is almost wholly past the silly age and entered the age of responsibility. We find that we have lost only two 8th. graders in two years—formerly we lost from 20 to 35. Moreover, those we lose at the end of the freshman year go to some business or trade school. The two who left us went into an intensive business or industrial school last year. Moreover, the 9th. graders are carried over in large measure into the sophomore class. It was so with us. Our present sophomore class came over from the freshman class almost as a unit. Further, it is not a valid objection to the 6-3-3 plan that it calls for differentiation too early. Children differentiate at that age whether we guide them or not; what we should do is to guide them.

As to whether the new plan would hold in school those who otherwise would leave, it is sufficient to say that we have changed the 7th., 8th., 9th., and High School attendance from 82 to 175 in two years because we promote by subjects, introduce vital material and provide High School instructors to treat pupils as individuals rather than as units of a grade.

JOHN MONROE, *Supt.*

GRAND RAPIDS, MICH.

Nov. 14, 1911.

The old High School Building is now occupied by the 7th. and 8th. grades and probably next February we shall have the 9th. grade there also. Then we shall have a Junior High School. We are now agitating for a new South End High School. When we get that we shall put in that building the 7th., 8th., and 9th. grades and then we shall have another Junior High School. In the west end there is now in existence one school in which are grades 9 to 12 inclusive. In this school, the change in plan of administration is made between the 6th. and 7th. grades. I am trying to establish one vital point, namely that the change shall come between the 6th. and 7th. grades and not between the 8th. and 9th.

W. A. GREESON, *Supt.*

BERKELEY, CAL. 10/28/11.

(1) It is true that such a plan as we have in operation in Berkeley would involve a reorganization of the school system, but it is easily possible to over-

estimate the seriousness of this. In the first place, the only physical change involved would be that of congregating at central schools the 7th. and 8th. grades and holding them until the end of the 9th. grade. This can be done without erecting new buildings or making any material change in the old, through transferring from the central schools a sufficient number of children to make room for the 7th. 8th. and 9th. grades. Frequently, in older cities, buildings near the business section of the city, once situated conveniently to masses of children are now partly unoccupied due to the spread of the business section and the withdrawal of the population to outlying districts. In such a situation, this change can be brought about with economy to the department. As a city grows and new buildings are required, then and then only do there need to be erected special buildings for the work of this intermediate cycle. As to the time taken to effect the transition, three terms, that is one year and a half, saw the plan in complete operation.

(2) The cost of maintenance would be increased only where an increase of the number of buildings is required, but then in this particular the natural growth of a city means an increase in cost of maintenance and hence is not a proper charge against the change in system. In one particular, however, the claim of an increased cost of maintenance is correct, and that is in teachers' salaries. With us in Berkeley the Board of Education has adjusted salaries for the lower high schools in this way: teachers therein teaching on high school certificates receive high school salaries; and teachers on grammar school certificates, grammar school salaries. We are not limiting the number teaching on high school certificates merely to the 9th. grade but are scattering them about in the 7th. and 8th. grades as well. In consequence, the tendency is to have a larger number of teachers on high school certificate and hence on high school salary than under the traditional plan of procedure where every teacher in the elementary schools is working under the elementary salary schedule.

The policy respecting this matter of salaries, however, is one to be determined by the local board of education which, of course, can exercise its own judgment as to how expensive or how economical it desires its second cycle of work to be in this respect. In Los Angeles, which is just organizing its schools on this basis, the matter is being handled differently. They have adopted a special schedule for all working in the lower high schools, the average salary being somewhat higher than in the elementary schools but lower than the average of salaries paid in the upper high schools. So far as I can see, this is the only item wherein the maintenance expense of the plan tends to be greater than that under the traditional system.

(3) I have just completed a careful study of the effect of terminating a second cycle of work with the ninth year on school attendance. One of the theoretical criticisms which we had to face was that it would provide a natural stopping place for boys and girls of the ninth grade which would diminish instead of increase high school attendance. I have all along held the contrary belief. The figures will interest you. Out of a total of 453 pupils who were

enrolled last year, 1910-11, in the ninth grade, 118 are missing in the tenth. Of these, 20 are repeating their work in whole or in part and hence are still in the system; 22 have moved to other cities, and are known to have entered the schools therein; 17 are working; 3 are out on account of illness; 17 went to business schools, convents and private schools; and 39 have disappeared without leaving any clue as to their reasons or intentions. Two of these groups those repeating work and those who have entered other public schools, aggregating 42 pupils cannot be considered as a proper charge against the local system. For the remaining 76, representing an actual loss of 16.7 per cent of the total, the system must assume responsibility. Compare this with Ayres' study showing over 50 per cent loss in the 9th. grade under the old system.

(4) As I would have courses shaped in the several cycles, it would not be necessary for children at the beginning of the 7th. grade to determine which of two entirely different courses he would choose. In fact, I would be very strongly opposed to requiring a child at this time to choose between two rigidly defined courses; but this is entirely unnecessary.

FRANK F. BUNKER, *Supt.*

EVANSVILLE, IND.

10/25/11

Our Junior High School, Auditorium, gymnasium buildings are still in process of construction, and the probabilities are that we shall not be able to start our plan before September 1912.

The school will consist of the 7th. 8th. and 9th. grades in an organization apart from the elementary grades conducted on secondary education principles. This school is on the same block with the Senior high school. As the work grows and the city increases in population, we propose to erect other junior high schools in various parts of the city. The community is becoming very much interested in the plan and the school board is a unit in its support.

ERNEST P. WILES, *Principal*

A PLAN FOR THE REARRANGEMENT OF THE PUBLIC SCHOOL SYSTEM OF THE CITY OF MINNEAPOLIS

PROPOSED BY THE EDUCATIONAL COMMITTEE OF THE MINNEAPOLIS COMMERCIAL CLUB

MINNEAPOLIS, MINN., April 5, 1910

To the Honorable Board of Education,
City of Minneapolis:

GENTLEMEN: The Public Affairs Committee of the Minneapolis Commercial Club by unanimous vote this day approved the following report from the Educational Committee of the Club, and respectfully request that you adopt the suggestions therein contained.

Yours respectfully,

A. E. ZONNE, *Chairman*

MINNEAPOLIS, April 2, 1910

*To the Public Affairs Committee,
Minneapolis, Minnesota:*

The Educational Committee respectfully submits the following report touching certain proposed changes in the public school system which we believe to be in the direction of increased efficiency. In case the report meets your approval we would suggest that the Educational Committee be authorized to present the plan to the Board of Education and urge its adoption.

I. THE PLAN

A. We recommend that intermediate schools be established comprising the seventh, eighth and ninth grades: This involves:

(a) The housing of these grades together in buildings exclusively devoted to that purpose:

(b) The establishment of such administrative relations between each high school and the intermediate schools in its district as to avoid any hiatus between them, any duplication of work, or any lowering of the standard in such high school subjects as may continue to be offered in the ninth grade.

We would suggest that this end may be most surely attained by making each high school principal the supervisor of the intermediate schools in his district.

B. We further recommend that differentiation begin at the seventh grade, at least to the extent of offering two parallel courses, one containing much hand work and intensive training in practical branches, the other emphasizing preparation for high school.

C. Finally, we recommend that promotion in the intermediate schools be by subjects in place of by grades.

II. THE REASONS

In our opinion, the foregoing provisions are all equally essential to the success of the plan. The reasons for this conclusion are, in brief, as follows:

1. A thousand pupils drop out of school every year in Minneapolis during or at the end of the eighth grade, and another thousand during or at the end of the ninth grade, that is before being in high school long enough to accomplish anything worth while. If this combined army of two thousand children who now leave school every year in Minneapolis, prepared for nothing in particular, could be given a unified course, under one roof, beginning at the seventh grade, the effect would be:

(a) To hold in school through the ninth grade many of those who now leave during or at the end of the eighth grade: and

(b) to give them all a far more valuable preparation for practical life than is now possible.

2. At about twelve years of age, which usually marks the beginning of adolescence, children begin to differ markedly in their tastes and capacity; and

to attempt longer to teach them all, everything offered in these grades, or which may profitably be offered there, is in our opinion a grievous waste of the pupils' time, the teachers' energy, and the people's money.

3. In the face of these growing differences between pupils, to compel them to repeat subjects which they have mastered, merely because they have failed in other subjects in the same grade, is to cultivate apathy and distaste for school.

4. A large percentage of those who leave school during the eighth and ninth years are boys, and it is well known that many of these now lack interest and energy in school work. We believe that such changes as are recommended would tend to hold their interest and increase their energy during these years. Moreover, if interest in school work is once aroused, many who would otherwise drop out at the first opportunity are likely to continue through the entire high school course.

5. By concentrating the work of these three grades in relatively few centers, yet so placed as to be within walking distance for children twelve to fifteen years of age, it would be possible to provide assembly halls, gymnasiums, and ample facilities for hand work of all kinds. Such rooms and facilities are imperatively needed for children in these grades, yet cannot be provided on an adequate scale for all school buildings, except at prohibitive cost.

6. By such concentration it would also be possible to equalize classes, avoiding both very large and very small sections. In this way, the efficiency of the work could be notably increased.

7. By concentration of these grades it would likewise be possible to have teachers devote themselves to whatever line of work they can do best, thus reducing the pressure on teachers and improving the quality of their work.

8. By separating the larger from the smaller children, the problem of discipline would be materially simplified, since the methods suited to one age are not suited to another. In this way the principals would be freed from many needless annoyances, and enabled more effectively to supervise the work of teaching.

9. It is impossible, and it would be undesirable if possible, to train boys of twelve to fifteen or sixteen years of age for definite trades; but it is possible and highly desirable to give them such general training of the hand and eye as shall enable them readily to adapt themselves to the requirements of whatever occupation they finally enter. This we regard as one of the most important ends to be obtained by the provision of a unified course under one roof for grades seven, eight and nine.

10. Finally, the plan proposed would in our opinion make for economy as well as efficiency.

In the first place, assuming the number of children to remain the same, it would involve merely the rearrangement of certain district boundaries and the provision of assembly halls, gymnasiums and work shops. But some schools already have certain of these facilities, and we understand that others are clamoring for them. Even supposing that the expense of equipping the

intermediate schools would be greater than the expense for such other schools as would obtain these facilities anyway, it would still be true that the saving achieved by equalizing classes and by using the equipment for hand work up to its full capacity, would in the end more than offset such additional expenses of equipment.

In the second place, if the intermediate schools should render school work not only more effective, but also so much more attractive as to hold in school many who now drop out, and thus increase the number of children to be educated, we have full confidence that the people of Minneapolis would rejoice in the fact and consider money so spent well spent.

Respectfully submitted,

E. V. ROBINSON
W. A. FRISBIE
EDWIN S. SLATER
SVEN OFTEDAL
J. E. MEYERS
F. FAYRAM
WM. A. SCHAPER
ALFRED H. BRIGHT
D. EDMUND SMITH
CHAS. W. DREW
CHAS. L. SAWYER
F. G. McMILLAN
J. B. SUTHERLAND

EDUCATIONAL NEWS AND EDITORIAL COMMENT

In the following pages the *Review* revives in a new form a department which in past years has from time to time been given space. News notes are, if one may be allowed to take the reader into the confidence of the editors, very difficult to collect. The people who are busy with school work seem to have little time to prepare statements about their work. Furthermore, educational news very often seems to emphasize unduly matters which are purely personal. The editors of the *Review* believe that the time has come when a broader conception of school news can be fostered. If school people can be induced to exchange experiences even when their experiments are in a tentative stage, they will develop away from the purely personal and they will contribute so much in the way of informing and stimulating news that the conduct of this department will be easy. The *Review* invites all who are interested in the creation of a general news exchange dealing with broad general movements to co-operate in the development of these news pages.

Editorial comments will be offered in connection with the news notes. Here it is hoped that discussions may be stimulated which will further extend the influence of the news section.

The department will be conducted, unless otherwise specifically indicated, by the writer of this note. Communications may be addressed directly to him or to the managing editor. The *Review* will appreciate at any time suggestions as to sources of material of the type above described.

CHARLES H. JUDD

The College Teachers of Education will meet with the Department of Superintendence in Philadelphia from February 25 to 28, 1913. The program for the meeting will be somewhat different from the programs given in former years. This time members of the society will present results of their special studies and investigations. As usual the yearbook will appear some time before the meeting and will contain the papers that are to form the basis of the discussions at the various sessions. In general each paper will indicate the importance of the problem, tell why its solution was attempted, describe the methods employed in the investigation, and present a summary of the results with their educational implications for members of the society.

There will be three sessions and probably a luncheon. The complete tentative program is as follows:

EDUCATIONAL PSYCHOLOGY SESSION

1. "Some Psychological Characteristics of the Intermediate Grades of the Elementary School." Charles H. Judd, University of Chicago.

2. "A Study of Association in Children in Relation to the Learning Ability." Elmer E. Jones, University of Indiana.

3. "Abilities of High-School Students": (a) "The Ability of Students Who Elect the Different Courses Offered"; (b) "The Relation of Failures in Mathematics to Elimination"; (c) "The Correlation of High-School Marks," G. D. Strayer, Columbia University.

TEACHING METHOD SESSION

1. "Incidental Instruction (especially in German, Geometry, and the 'three R's')," J. L. Meriam, University of Missouri.

2. "An Experiment with the Courtis Arithmetic Tests," E. E. Rall, University of Tennessee.

3. "A New Method in the History of Education," H. H. Horne, New York University.

SESSION ON PLACING OF TEACHERS AND BUSINESS MEETING

"The Placing and Promotion of Teachers," Frank E. Thompson, University of Colorado.

CARTER ALEXANDER

Secretary of College Teachers of Education

A preliminary announcement is made of the session of the Department of Superintendence. The department will meet in Philadelphia on February

February 25. The meeting will continue during the remainder of the week. This date is set at a time which will make it possible for the members of the department to go on to Washington and attend the inauguration ceremonies.

A number of affiliated organizations will meet with the department. Among these are the National Society for the Scientific Study of Education, the College Teachers of Education, the National Association of School Accounting Officers, the Kindergarten Section of the National Association, and the Department of Higher Education. Announcement is also made that the National Council of Education will meet at this time.

The session on Tuesday, February 25, will be given to the National Council. On Wednesday there will be a forenoon meeting occupied by the preliminary exercises, including addresses of welcome. These will be followed by a discussion of "Team Play between Schoolmaster and Layman," by Mr. Prosser, and "Team Play between City Superintendent and City," by Mr. Cary. In the afternoon there will be a discussion of uniform standardization in school administration, curriculum, etc. The members of the program who have already consented to take part are Mr. Draper and Mr. McMurry. In the evening there will be a paper on the "Development of Professional Spirit and Initiative of Teachers," by Mr. Judd, and a paper on "Rhythm in Education," by Mr. Joseph Lee. In all probability the Commissioner of Education of the United States will also appear at this time.

The Thursday forenoon program will be devoted to a discussion of "The

Outcome of a Few Experiments in Developing a School System." A number of practical men are to appear in this discussion: Superintendent Meeks, Superintendent Condon, Superintendent Francis, and others.

The business meeting of the department will be held at 11:00 o'clock on Thursday. In the afternoon there will be round table and departmental meetings. There will be a round table for superintendents of large cities, conducted by Superintendent Edson; a round table for state and county superintendents, conducted under the presidency of Mr. Blair of Illinois. The round table for superintendents of small cities will be conducted by Mr. Gruff of Omaha.

In the evening Mr. Schaeffer will deliver an address on "Limitations of Examinations," and David Starr Jordan will speak on "Ideals."

Friday forenoon will be used for the reports of committees. The committee which was appointed to investigate the cost of living and the salaries of teachers will make a report, and the committee which is to discuss economy of time in the elementary school will also make a report.

In the afternoon the subject will be the "Testing of Efficiency of School Administration." Messrs. Hanus, Bailey, Spaulding, and others will appear on this program.

A vigorous movement looking toward the reorganization of high schools is going forward in the state of New Hampshire under the immediate direction of the State Department.

High Schools in New Hampshire Two reports have recently appeared, one through the Bureau of Education, and one from the State Department of New Hampshire, calling attention to significant changes in the course of study in the secondary schools of that state.

A bulletin issued by the United States Bureau of Education, entitled *The High School and the Community*, gives an account of the development of the new course of study at Colebrook, N.H. Colebrook Academy is located in a town of about two thousand population in northern New Hampshire. Starting in the first period of the last century as a private school, it later became a part of the public-school educational system. For years it did successfully the work that was expected of a college-preparatory, classical school, but it is now changing its whole program. It is not a vocational school; it remains as a general high school, but it has taken on courses in agriculture and domestic science in the belief that this work is of the highest importance to the community which surrounds the school and supports it. The significance of this movement appears in the fact that the registration in the academy has rapidly increased, and its influence upon the community has become of a totally different type through the reorganization of the course of study.

The State Department of New Hampshire has also issued what is known as a "Standard Program of Studies" for the secondary schools of New Hampshire. The State Department of New Hampshire has a wide authority over the

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The State Department of New Hampshire has also issued what is known as a "Standard Program of Studies" for the secondary schools of New Hampshire. The State Department of New Hampshire has a wide authority over the

secondary schools of the state. These schools must submit each year full statements of their organization and course of study, and these must be approved by the State Department. The State Department is also authorized to prescribe in certain respects the work that shall be done in the schools.

In the detailed statements which are contained in this pamphlet the various lines of work are outlined, and the materials necessary for the conduct of this work are given in full. The state is thus able to come into direct communication with the high schools, and to make requirements along the lines indicated in the statements issued by the department. Secondary-school teachers all over the country will find this pamphlet of very great assistance in describing the kind of work which should be organized in high schools in order to satisfy the legitimate demands of higher education on the one side, and the demands of communities on the other.

The State Department of Indiana has made a distinct advance in the matter of requirements for graduation from high school by accepting practically all of the recommendations of the committee of the National Education Association. On and after September 1, 1912, all graduates from commissioned high schools in Indiana will be accepted if they have a course which is practically identical with that which was adopted at the San Francisco meeting of the association.

It will be noted that the recommendations of the National Association committee provided that the school authorities shall determine four or five units, in view of the needs of the local community, and these four or five units are to be accepted by the colleges without restriction.

In addition to this very essential modification of former practices, the requirements in language are very much reduced, the requirements in mathematics are reduced to two units, and history and natural science are given a place which indicates that these subjects are parts of a general education quite as much as the literary subjects which used to monopolize so much of the course.

Several new indications come to hand showing that the requirements for college admission are sure to undergo in the immediate future radical revision.

Eastern In his annual report Mr. Faunce, president of Brown, says:
Revision of "One of the next changes that we make may well be in the
Entrance direction of broadening our entrance requirements. Fre-
Requirements quently young men now come to us from the best high schools of the West fully prepared for admission to the leading western universities, but deficient by three or four points in preparation for Brown. Such universities as Chicago, Wisconsin, Illinois usually allow a student credit for one year of a modern language, or for two years of Latin, as we do not. They place much less emphasis on the study of language than we do," etc.

To the student of education who lives in the western states it is very interesting to observe that all of the eastern institutions begin to find that their

western constituency is falling away because of the somewhat arbitrary methods that they have employed in the past of dealing with entrance requirements. Harvard very frankly announced two years ago that her change in entrance requirements had to do with her desire to secure students from the western high schools. These western high schools, it may be noted in passing, are setting up a standard of scholarship and efficiency and organization which justifies very fully the change in attitude of the eastern colleges. The close harmony between western colleges and universities and western high schools has resulted from the fact that both of the members of this combination are discussing as intelligently as they can the one problem of the better training of high-school students. There would be no difficulty at all with regard to entrance requirements if the eastern institutions recognized the fact that the high schools are intelligent enough to organize the courses which shall be administered to their students.

In this connection it is interesting to know that the State Department of Massachusetts is saying to the small country high schools of Massachusetts through its representatives that it is very desirable that the high school should indicate what they regard as a proper course of study. The State Department of Massachusetts feels assured that if a definition can be given by the high schools themselves of a proper course of study, this definition will be accepted by the colleges of Massachusetts and the rest of New England. Indeed, it is reported that a Harvard committee is once more taking up the general problem of a revision of the entrance requirements of that institution. It is to be hoped that this revision can be made rapidly, so as to give the benefit of Harvard's example to the reluctant eastern institutions that are coming to recognize now the importance of a new type of entrance requirement.

Two very interesting statements have recently appeared, dealing with the extent and direction of growth of American high schools. The Bureau of Education of the United States issued a news bulletin in which it calls attention to the fact that more than a million and a quarter of boys and girls will attend American high schools, public and private, during the year 1912-13. This represents an enormous growth during the last twelve years.

The second statement which deals with this matter is published in the issue of *Science* dated November 1. The author of this article, Mr. Willard J. Fisher, of Ithaca, has compiled from the census and the reports of the Commissioner of Education some very interesting charts. In these charts he shows the very rapid development of registration in secondary schools. He also shows in detail how the different subjects have fared in the number of students who pursue them. Perhaps the most significant fact shown at this point is the fact that there has been a slow but steady decline in the science work in the high school. The charts also show that the percentage of college-preparatory students has decreased.

Mr. Fisher calls attention to the fact that the increase in the city schools

**The
Growth of
High Schools**

has not been remarkable, during the period which he covers in this study, but the increase of attendance in country high schools has been very rapid indeed.

There are other details brought out in this paper which will well repay the secondary-school teacher for a careful perusal of the article.

Mr. Fisher's general conclusion is worth repeating. The article is written to draw the attention of mature college people to the fact that the high school of a generation ago has disappeared and a new institution with new problems and new rights and duties has come into being. Or, as Mr. Fisher himself puts the case, "The tabular and graphic representations of statistical facts show at a glance that since 1890 the problem of the secondary school has changed from that of the fitting school to one of a decidedly non-fitting school—some bigots would say a decidedly *unfitting* school; a school in which only 6.8 per cent of the pupils anticipate college work of any sort. This being the case, the colleges and universities cannot lead the way in the fashion of 1892 and the Committee of Ten; the problems of secondary education can be solved only in the schools."

The discovery which Mr. Fisher here makes, and points out to college and university readers, is certainly a very significant discovery for the college man. The high schools long since made this discovery, and the agitations which in recent years have been carried on for the modification of college-entrance requirements simply indicate that the secondary-school teacher has come to recognize that his function is to organize an independent school which shall not suffer by referring its problems for solution to those who do not understand that the high school is no longer a school confining its attention primarily to college preparation.

The Bureau of Education of the United States has just published a monograph entitled *Professional Distribution of College and University Graduates*.

Professional This monograph was prepared by Mr. Burritt. The monograph shows that there has been a distinct change in the
Distribution of
College professions which are entered upon by college graduates of
Graduates typical American institutions. These institutions began as training schools for the clergy. The first change which appeared in the constituency of American colleges is that which transferred the interest from the clergy to the law. To quote directly from the monograph: "During the first century of higher education in this country, training for law received scant attention, inasmuch as the governing class came directly from England, where they received their legal training. Between 1745 and the period of the Revolutionary War there was a slight increase. This increase was greatly accelerated immediately afterward by reason of the change in government, which removed the English trained lawyers and created a demand for lawyers trained in American institutions. Law accordingly was in the ascendancy during the early part of the nineteenth century, and once more, between 1840 and 1885, perhaps because of litigations growing out of the Civil War."

Since that time, however, the teaching profession has moved forward rapidly. Again quoting from the monograph: "Within one hundred years the profession of teaching has grown from about one-twentieth to about one-fourth of the graduates. Previous to 1835 it was outnumbered by the ministry, the law, and medicine, but after this date the curve for medicine is lower. Since 1880 the line for teaching has crossed that of the ministry, and since 1890 that of the law. Thus at the close of the century it is the dominant profession, with business as its closest competitor."

There is no necessity of commenting at length on the significance of these figures. They indicate very clearly that there has been a change in the character of students who come to college, and a change in the interest of the educated communities of the country. Certainly it is a matter of gratification to all who are interested in the teaching profession to find that a very large percentage of those who have had the advantages of a higher education are turning to the teaching profession.

To be sure there are many cases in which the college graduate goes into the teaching profession only for a short period. He is looking forward to preparation of himself for one of the other professions. But even in these cases it is interesting to note that a higher education is coming to be regarded as a necessity for entrance into the better teaching positions.

The state board of education in the state of Iowa took action a short time ago which is of very far-reaching importance. The state of Iowa has been attempting to deal in a definite way with a problem that has appeared in a number of western states. The state of Iowa found itself with an agricultural college at Ames, which was rapidly developing into an engineering school, and into a general school of science. At Cedar Falls there was a normal school which also had the ambitions of a college or university. This institution had the power of conferring degrees, and was rapidly developing courses intended for the training of high-school teachers and supervisors. Originally these two institutions had separate boards of control and these boards were also entirely different from the board of control of the state university which was situated at Iowa City. It became apparent to the citizens of Iowa that there was some conflict and a good deal of duplication going on in these three institutions.

In order to work out some general scheme which should include all of the institutions, a single board was substituted for the three separate boards governing the different institutions above mentioned. This board was asked to adjust in some way the relations between the three institutions so that there should be no wasteful duplication and no conflict of interests.

The board has proceeded deliberately about its work. During the period of its study of the situation two of the heads of the institutions involved have been replaced by new appointees. The board has finally reached a general adjustment which is set forth in the following four provisions:

**Educational
Reorganization
in Iowa**

First, there is to be a transfer of the general science course, including the domestic science department, from Ames to Iowa City, that is, from the agricultural college to the state university.

Second, the engineering department is to be transferred from the state university at Iowa City to Ames.

Third, there is to be a removal of the third and fourth years of college work from the Iowa State Teachers College at Cedar Falls, and the power of conferring degrees is to be withdrawn from the teachers college at Cedar Falls. All advanced courses for teachers are to be given at the state university.

Fourth, it is proposed that there shall be three or four new normal schools scattered throughout the state of Iowa.

The board offers certain definite reasons for these acts which it has adopted. First, this action is intended to reduce duplication of the courses in the three state schools to a minimum. In the second place, there is a deliberate intention to build up a strong technical college at Ames. There is also an effort to increase the number of Junior and Senior students and the number of degrees conferred by the state university, and finally it is intended that the whole plan shall reduce the traveling expenses of students desiring to become trained as teachers.

The friends of Teachers College at Cedar Falls regard the action as altogether unfavorable to that institution and as altogether unwise. They call especial attention to the fifty training classes scattered throughout the high schools of the state as satisfactory solutions of the demand for more normal classes, and they call attention to the advantages which come from the centralization of higher courses for teachers. Certain other members of the state institutions regard the effort of the board to avoid duplication as an effort to reach an impossible end. There will always be some duplication in the higher institutions throughout the state. The students at Ames are dissatisfied with the arrangement because it takes away the women students. There are rumors that the next legislature may interfere with the program proposed by the present board.

To the outsider the situation is most interesting as an experiment in educational organization. Something certainly was wrong in the destructive competition which led to the organization of the present board. It was to be assumed that the correction of this unfortunate situation would cause some sorrow somewhere. Whether the solution proposed will best satisfy the needs of the state remains to be seen—if the legislature does not interfere. As outsiders we shall watch with interest during the next few years to see the workings of a state system which has set itself about the task of co-ordination. The same problem of co-ordination exists in all of the states about Iowa. There is at the present time in the state of Kansas a board which has been appointed to work out some solution of a similar problem in that state. In the state of Minnesota conferences have recently been held between the state university and the state normal schools in the effort to deal with a similar

problem in that state. In the state of Illinois the appropriations for the department of education in the state university have been held up because of the opposition of at least one of the principals of one of the state normal schools.

The action which has been taken in Iowa in the form of resolutions must be realized in material readjustments within the institutions. For example, a very large body of students must sooner or later be removed from Cedar Falls to the state university, and the department of education in the state university will need to be reinforced in order to meet the demands that will be created by this transfer.

Attention is called from time to time by those who are interested in the promotion of musical education to the fact that in some fashion or other the

high school must deal with this problem. The high school cannot in its course undertake to train finished musicians. Those who intend to take up music as a profession must go to institutions and private teachers. On the other hand, some training for purposes of general culture may very legitimately be advocated as a part of every child's education. There is a course in the Chelsea high school which is organized for the purpose of meeting the demand of those who would promote the interests both of music instruction in the schools and of home instruction which goes farther than the school can hope to go. First, there is a theoretical course. Second, there is a course in musical appreciation; and third, a course in applied music. These courses give credit and are counted toward the diploma of the high school. Furthermore, outside work is credited. The Chelsea school credits voice training, piano playing, organ and orchestral instruments. The requirements are as follows: First, applications for admission must be made by parents or guardians. Application must be accompanied by a written recommendation from the music teacher. No pupil will be accepted who has taken less than one lesson a week. Parents or guardians agree to oversee the regular preparation of the lesson. The teacher's recommendation must include details as to the pupil's previous study, and as to his attainments in sight reading. A bi-yearly report is required covering the following points: number of lessons taken, the average number of hours' practice a week, technical progress made since the preceding report, and the names of compositions studied by the pupil. This work, it is understood, is done outside of the school, and the teacher who is known to the school authorities as a competent instructor of music is delegated to carry on this work with the members of the high school, and the reports which are received from time to time are made a part of the official records of the school.

Such recognition of musical work as a part of the school program, even if it cannot be admitted within the limits of the present high-school organization, is certainly a justifiable enterprise.

BOOK REVIEWS

The Question as a Measure of Efficiency: A Critical Study of Classroom Practice.

By ROMIETT STEVENS. (Teachers College, Contributions to Education, No. 48.) New York: Columbia University, 1912. Pp. vi+95. \$1.00.

Dr. Stevens has made a skilful and much-needed diagnosis of one of the serious weaknesses of class work. She has studied a large number of class exercises in secondary schools, many of which have been stenographically reported. Her center of interest is the relationship between questioning and effectiveness. The results should make principals and teachers think and work for better conditions. The number of questions asked in a forty-five minute period runs as high as one hundred and ninety-six, and an investigation of the work of particular classes through ten entire school days shows an average of nearly four hundred questions a day.

The discussion of the problems raised is especially suggestive. Among them are:

1. The maintenance in the classroom, for considerable portions of time, of a high nervous tension where there should be natural and normal conditions.
2. The teacher seems to be doing most of the work of the class hour instead of directing the pupils in the doing.
3. Whenever teachers, either individually or collectively, preserve such a pace for any length of time, the largest educational assets that can be reckoned are verbal memory and superficial judgment.
4. There is no time in the mechanics of the schoolroom to cultivate the gentle art of expression.
5. There is little thought given to the needs of individuals.
6. We are coming, more and more, to make the classroom the place for displaying knowledge instead of a laboratory for getting and using it.
7. In our actual practice there is very little effort put forth to teach our boys and girls to be self-reliant, independent mental workers.

FRANK A. MANNY

BALTIMORE TRAINING SCHOOL FOR TEACHERS

Perfect French Possible. By MARY A. KNOWLES and BERTHE DES COMBES FAVARD. Boston: D. C. Heath & Co., 1910. Pp. x+52. \$0.35.

The fact that this little treatise has reached its fifth edition demonstrates that it is accomplishing its purpose of giving to teachers and students some very valuable information concerning French pronunciation.

In their preface the authors of the book, whose familiarity with the French language is everywhere apparent, very justly assert that "since language is made up of sounds, . . . the acquisition of a new language should begin by a mastering of its sounds," and proceed to remark that it would be "pedagogically as absurd for a teacher of language to expect his pupil to speak before he can pronounce, as it would be for a music teacher to expect his pupil to play an air upon the violin before he has taught him to tune his instrument or to sound each note upon the strings."

This statement is so true that it is a pity that the authors stopped *en si beau chemin* and did not pursue the comparison further. The veriest child that learns music in school is taught, as early as the fourth grade, the "technical" musical terms without which no adequate study of music is possible; no manual on the subject, as far as I know, is written with the purpose in view of relieving even the youngest child of the task of mastering the technical musical terms and their application. The same statement can be extended to other subjects: no textbooks on geography, algebra, chemistry, etc., however elementary their treatment, assume that the complete elimination of technical terms, classification, and definition is either possible or desirable.

On the contrary just this elimination of the exact "technical" term, classification, and definition, and consequently of a real and accurate knowledge of the sounds under consideration, is a curious and somewhat puzzling phenomenon which attends the introduction of "phonetics" as an organic part of the study of language into American textbooks. This is true even of books which, like Frazer and Squair's and Thieme and Effinger's grammars, concede the use of exact phonetic notation of sounds (symbols) which the authors of *Perfect French Possible* deprecate. The lack of clearness and perfect accuracy which is found in some of the statements of this otherwise helpful little book is probably due to this very unnecessary restriction which the authors have placed upon themselves. Perhaps it is not too much to hope that in a sixth edition the authors will have the courage of their conviction, and if, as their preface intimates, they really believe in a "science of sounds," they will use in teaching this science the exact terms, definitions, and classifications, without which no exact study of any science is possible. In such an eventuality the following suggestions may prove helpful.

P. 2: When in the pronunciation of the English "Ann" the *a* is given the sound that approximates the vowel-basis of the French nasal *in*, this sound cannot possibly also be considered a satisfactory equivalent for French *a* in words like *ma*, *sa*, etc. Undoubtedly in the pronunciation of some people the *a* of "Ann" may approximate the French *a* in *ma*, *sa*, but then it is very different from the nasal vowel in *in*. Some correction seems necessary here, and in the vowel-chart on p. 7.

P. 3: The use of the word "staccato" (for the more exact term "tense") is questionable, since "staccato" implies a short, instantaneous sound, while it is a peculiarity of French vowels to remain "tense" no matter how they may be lengthened. It may be also remarked here that "vowel-quantity" seems to have been overlooked in this little treatise, although it is such a striking characteristic of Parisian French, that no pronunciation could be called perfect without due regard for it.

P. 4: In the teaching of phonetics the greatest possible care should be taken not to make any disparaging and offensive remarks concerning the pronunciation of the mother-tongue of the student. English and French habits of pronunciation do not blend happily, but English well spoken is as beautiful and musical a language as French, and "diphthongated" long vowels are just as necessary in a good English pronunciation as "undiphthongated" ones are in French. There is nothing "unfortunate" in this tendency, except when it is carried over into another language, and the caution not to carry over habits of pronunciation works both ways.

P. 21: "Vowels melting together" is a very loose designation for the pronunciation of the spirants in words like *bien*, *bois*, *lui*. The real facts in the case are that

the first vowel has not "melted together" with the second, but has become a spirant, *bien* containing the spirant of the front normal series; *bois* of the back normal; *lui* of the abnormal series. A technical, though very simple, explanation of the nature of these sounds would enable the student to pronounce the first two readily, the last with a little more practice. Attention is also necessary to the strong "voicing" of these spirants when initial or following a voiced consonant, and the loss of voice after a voiceless one. Surely French cannot become perfect without proper attention to voicing and assimilation.

P. 28: French *gn* in *régner* is a palatal, not a guttural, and the definition "made by the simultaneous production of *n* and *y* in the upper back part of the mouth" is scarcely accurate. A classification of sounds would have rendered this and similar errors impossible.

P. 38: "The tonic accent . . . is not an accent in the English sense of the word, not a *blow*, but a *caress* felt in its lingering rather than in its stress." That sounds very pretty, but what does it actually mean? Surely "lingering" on a sound implies delay, consequently lengthening, and how can this statement be reconciled with the almost "clipped-off" brevity of French stressed free vowels? "Caressing" scarcely expresses the clear-cut tense (staccato?) enunciation of the stressed syllables in words like *liberté*, *alla*. The comparatively slight difference between stressed and unstressed syllables in French may be better understood by remembering that French words of the old stock of the language really consist only of syllables that originally bore either the primary or the secondary stress, all other syllables having disappeared or remaining under the shape of a silent *e*. The difference between the primary and secondary stress can obviously not be so marked as between stressed and unstressed syllables in English.

These remarks are not all that might be made, nor can all the good that might be said about the little book find its place here. But one more remark must still be made in closing. Remaining impenitently uninitiated, we are loth to accept "*shame odd am*" and "*rap lace made sank key pass*" as acceptable equivalents of *chez Madame* and *rappeles ce médecin qui passe*. It is a grave pedagogical error to keep before the eyes of the student the image of anything that he must banish from his conscious mind before he can satisfactorily do what he is attempting to do, and this is exactly the case when French sounds are presented to the student "in terms" of the English ones, which it is imperative for him to forget for the time. If the authors insist on holding out against the pedagogically sound phonetic notation, they must be strongly urged to find some device that will eschew this pedagogical unsoundness.

Common Difficulties in Reading French. By CHARLES C. CLARKE, JR. New York: William R. Jenkins Co., 1910. Pp. iv+142.

This book is not intended to take the place either of the grammar or of the dictionary, but rather to supplement both by offering answers to most of the questions which present themselves to the second- or third-year French student in reading, and which are not solved "by classroom reference to previous grammar-drill," or whose answers can be found in a compendious dictionary only with great waste of time. Consequently the book is divided into two parts, the first of which contains the vocabulary where the words, arranged in alphabetical order, are followed by a discussion of their special meanings and other difficulties, strictly from the English point

of view. The statements are clear, reliable, and usually sufficiently exhaustive, though here and there some addition might suggest itself, as, e. g., with the word *honnête*, *une honnête femme*, "a virtuous woman"; with *savant* the meaning "trained," *un chien savant*. Some words, too, have been omitted that seem to call for mention, as the words *neuf* and *nouveau*, etc. On the whole, however, the student will find here reliable information, in a compact and convenient form.

The second part considers syntactical difficulties, but their treatment remains too much on the surface really to add anything of value to the information given on the same subjects in the standard grammars in use. This is a distinct disappointment, because a book of this type might be expected to do what these grammars to a great extent fail to do: give the explanation that enables the student to understand the difficulty, instead of the perfunctory rule that only enables him to elude it. Mr. Clarke remarks himself, e.g., on p. 121, that "for readers of French there is need of a better understanding of the partitive construction than is generally gained from grammars." Then why not give this understanding by a clear explanation of the difficulty? The *Dictionnaire général*, which Mr. Clarke has consulted with so much profit in his vocabulary, would be as helpful here. On p. 250 (Introduction) it suggests, e.g., most lucidly the reason why a prepositional phrase containing *de* can be preceded by another preposition, a somewhat puzzling fact which Mr. Clarke considers of enough importance to mention, without, however, otherwise helping the student's comprehension of it. In spite of this disappointment the book, as far as it goes, is a serviceable, reliable book, which teachers will be able to place with profit in the hands of their students.

C. J. CIPRIANI

CHICAGO

Health and Medical Inspection. By WALTER S. CORNELL. Philadelphia: F. A. Davis Co., 1912. Pp. xiv+614. With many illustrations. \$3.00 net.

Medical inspection of school children has had a sufficiently long experience to warrant a review and survey of its accomplishments, as well as the projection of a comprehensive scheme or program for future work in the whole field. Dr. Cornell indicates in the preface that "the aim of this book is to present a practical exposition of the work of medical inspection . . . and to give to physicians and teachers a survey of medical practice as it relates to children of school age."

In a general way, the subject-matter is presented in connection with the five principal health agencies that at present operate, or should operate, in behalf of school children, viz., School Hygiene, Personal Hygiene, Physical Education, Medical Inspection, and Municipal Medical Charity. These several activities are dealt with in separate divisions that follow more or less closely this analysis. A brief history of the scope and aims of medical inspection is given first, reviewing the causes of its efficiency and inefficiency, examining the principles that should govern in the inspection of children for contagious and communicable diseases, giving specimens of records and pertinent suggestions regarding the correction of defects and the means of securing the co-operation of interested parties, the value of free clinics, free school meals, and open-air rooms.

Under the second division, or Hygiene, a canvass is made of school sanitation and personal hygiene, within which is included a discussion of physical education, with a

few suggestions and illustrations relative to adequate physical exercises and drills and plays, and some apposite remarks are made with reference to the common sources of direct contagion which affect the school life of children. The treatment of Personal Hygiene is exceedingly brief and to the point.

The third division of the book discusses defects and diseases. Not only such widely separated topics as the eyes, nose and throat, ears, teeth, the nervous system, the skeleton, nutrition, skin, defective speech, and mental deficiency, but in addition a very valuable chapter on infectious diseases are presented, the whole concluding with a review of the topic, the prevalence of defects and diseases. By far the greater part of this section is devoted to the theme, Mental Deficiency, comprising in all nearly 112 pages, in which the author attempts to enter minutely into the details and methods of diagnosis and education of sub-normal children, and be it added, largely from the viewpoint of the observer rather than that of the experimenter. The chapters that deal, in an illustrative and discursive way, with the anatomy and physiology of the sense organs follow much the same order of presentation that the teacher, in all probability, and the physician, in certainty, will find equally well if not better treated in the orthodox books on these subjects. The discussion of the prevalence of common physical defects among school children and the influence which these defects exert on the child in school life is perhaps the feature of the whole that justifies of itself the writing of the book. Though one may agree that some of the subject-matter of this division is from the point of view of a manual for information on such matters, or indeed for ready reference, either superfluous or of little value, nevertheless it is difficult to say too much in praise of the careful and yet compact treatment of the chapters on nutrition and on infectious diseases. Further, it should be said that the chapter which discusses the prevalence of defects and diseases among school children gives a conservative account of the number afflicted with the several handicaps under which children suffer, estimated in terms of the personal observation and experimentation of the author, which, though in some cases limited to smaller numbers than other investigators have dealt with, yet is upon the whole quite representative.

Necessarily, the whole field is looked at from the point of view of the school medical inspector; whether indeed the text subserves the purpose which the author designs is another matter. There may be room for doubt that any text will, in the present stage of development of this field of public activity, entirely meet the requirements of all interested. From it the novice in school medical inspection may get guidance and direction in the prosecution of his task, even though he must already possess much of the information compiled and submitted. It is difficult indeed to get teachers to read adequately on such topics, and especially is this true when the subject-matter is presented in the form of a large book of some 600 pages; and it may well appear a harsh jumble, to the mind of the skilled teacher, to combine in one sentence a program for consideration of such a variety, as "defects of the eye, the nose and throat, the teeth, and the mind."

In general, to anyone interested and in close contact with children in school life the book will prove a reliable summary of what school medical inspection has accomplished, and at least a valuable spur to the formation of a program of what ought to be done in this field in the future. Every school library should possess a copy.

D. P. MACMILLAN

DEPARTMENT OF CHILD STUDY
CHICAGO PUBLIC SCHOOLS

BOOKS RECEIVED

EDUCATION AND PHILOSOPHY

- A Cyclopaedia of Education.* Edited by PAUL MONROE, with the Assistance of Departmental Editors and More than One Thousand Individual Contributors. Volume Three. New York: Macmillan, 1912. Pp. xi+682. Illustrated. \$5.00 net.
- Education: A Survey of Tendencies.* By A. M. WILLIAMS. Glasgow: James Maclehose & Sons, 1912. Pp. xi+225. 3s. net.
- Principles of Educational Practice.* By PAUL KLAPPER. New York: D. Appleton & Co., 1912. Pp. vi+485.
- The Conservation of the Child: A Manual of Clinical Psychology Presenting the Examination and Treatment of Backward Children.* By ARTHUR HOLMES. (Lippincott's Educational Series.) Philadelphia: J. B. Lippincott Co., 1912. Pp. 345. Illustrated.
- School Organization and the Individual Child.* By WILLIAM H. HOLMES. Worcester, Mass.: The Davis Press, 1912. Pp. 211.
- The Teacher.* By FLORENCE MILNER. Chicago: Scott, Foresman & Co., 1912. Pp. 281.
- The Dramatic Method of Teaching.* By HARRIET FINLAY-JOHNSON. Edited by ELLEN M. CYR. Boston: Ginn & Co., 1912. Pp. xii+199. Illustrated. \$1.00.
- Helping School Children: Suggestions for Efficient Co-operation with the Public Schools.* By ELSA DENISON. New York: Harper & Bros., 1912. Pp. xxi+352. Illustrated.
- A Montessori Mother.* By DOROTHY CANFIELD FISHER. New York: Henry Holt & Co., 1912. Pp. xiii+240. Illustrated. \$1.25.
- A Valiant Woman: A Contribution to the Educational Problem.* By M. F. New York: Thomas Y. Crowell Co., 1912. Pp. xiii+303. \$1.00 net.
- History of Ancient Philosophy.* By A. W. BENN. New York: Putnam, 1912. Pp. v+203. Illustrated. \$0.25.

ENGLISH

- Wordsworth, Poet of Nature and Poet of Man.* By E. HERSHEY SNEATH. Boston: Ginn & Co., 1912. Pp. viii+320. \$2.00.
- Newspaper Reporting and Correspondence: A Manual for Reporters, Correspondents, and Students of Newspaper Writing.* By GRANT MILNOR HYDE. New York: D. Appleton & Co., 1912. Pp. xiii+348. \$1.50.
- The Teaching of Composition.* By E. T. CAMPAGNAC. With an Introduction by HENRY SUZZALO. Boston: Houghton Mifflin Co., 1912. Pp. 65. \$0.35 net.
- The English Teacher's Manual (To Accompany the Study of THOMAS AND HOWE'S Composition and Rhetoric).* By L. A. PITTENGER. New York: Longmans, Green & Co., 1912. Pp. v+116. \$0.25.
- English Grammar.* By LILLIAN G. KIMBALL. New York: American Book Co., 1912. Pp. 271. \$0.60.

- American Poems* (1625-1892). Selected and Edited, with Illustrative and Explanatory Notes and a Bibliography, by WALTER C. BRONSON. Chicago: The University of Chicago Press, 1912. Pp. xviii+669.
- Select Poems of Robert Browning*. Edited, with Introduction and Notes, by HUGH C. LAUGHLIN. New York: D. Appleton & Co., 1912. Pp. 137. With a portrait.
- English Readings for Schools. General Editor, WILBUR LUCIUS CROSS. *Franklin's Autobiography*. Edited by FRANK WOODWORTH PINE. Pp. xxx+231. Illustrated.
- Old Testament Narratives*. Selected and Edited by GEORGE HENRY NETTLETON. New York: Henry Holt & Co., 1912. Pp. xii+300. With a map.

FRENCH AND SPANISH

- Fundamentals of French Grammar*. With Illustrative Texts, Exercises, and Vocabulary. For use in Schools and Colleges. By WILLIAM B. SNOW. New York: Henry Holt & Co., 1912. Pp. xi+267. \$1.15.
- Essentials of French*. By VICTOR E. FRANÇOIS. New York: American Book Co., 1912. Pp. 426. \$0.90.
- Molière's Les précieuses ridicules and Les femmes savantes*. Edited, with Introduction, Remarks, and Notes, by JOHN R. EFFINGER. New York: Henry Holt & Co., 1912. Pp. xix+225. With a portrait.
- A Spanish Grammar, with Practical Introductory Lessons*. By ALFRED COESTER. Boston: Ginn & Co., 1912. Pp. vi+334. \$1.25.
- La Hermana San Sulpicio*. Por ARMANDO PALACIO VALDÉS. Edited, with Introduction, Notes, and Vocabulary, by J. G. GILL. New York: Henry Holt & Co., 1912. Pp. xvi+224. With a portrait. \$0.50.

SCIENCE

- The Elements of Geography*. By ROLLIN D. SALISBURY, HARLAN H. BARROWS, and WALTER S. TOWER. New York: Henry Holt & Co., 1912. Pp. viii+616. Illustrated.
- Elements of Physics*. With Laboratory Work for Students. (The Successor of HALL AND BERGEN's *Textbook of Physics*.) By EDWIN HERBERT HALL. New York: Henry Holt & Co., 1912. Pp. viii+576. Illustrated. \$1.25.
- A Manual of Laboratory Exercises in Physics*. By FREDERICK R. GORTON. (Twentieth Century Textbooks.) New York: D. Appleton & Co., 1912. Pp. xv+166. Illustrated.
- Teachers' Manual of Biology*. A Handbook to Accompany the *Applied Biology* and the *Introduction to Biology* by MAURICE A. BIGELOW and ANNA N. BIGELOW. By MAURICE A. BIGELOW. New York: Macmillan, 1912. Pp. vii+113. \$0.40 net.
- A Laboratory Manual of Agriculture for Secondary Schools*. By LELAND E. CALL and E. G. SCHAFER. New York: Macmillan, 1912. Pp. xv+344. Illustrated. \$0.90 net.
- Hygiene for the Worker*. By WILLIAM H. TOLMAN and ADELAIDE WOOD GUTHRIE. Edited by C. WARD CRAMPTON. (Crampton's Hygiene Series.) New York: American Book Co., 1912. Pp. vii+231. Illustrated. \$0.50.

CURRENT EDUCATIONAL LITERATURE IN THE PERIODICALS¹

IRENE WARREN*

Librarian, School of Education, The University of Chicago

ABELSON, A. R. Tests for mental deficiency in childhood. *Child* (London) 3:1-17. (O. '02.)

A description of a number of tests given by the author and the conclusions drawn from them.

ADAMS, JOHN. An objective standard in education. *School W.* 14:367-71. (O. '12.)

Presidential address before the section on education in the British Association for the Advancement of Science. Gives illustrations of the application of the scientific method to education.

Address of President Taft at the Fifteenth International Congress on Hygiene and Demography. *Science* 36:504-8. (18 O. '12.)

ANDREWS, E. BENJAMIN. The crusade for the country school. *Educa. R.* 44:385-96. (N. '12.)

Announcement of a Montessori training course. *McClure* 50:82. (N. '12.)

ASHLEY, M. L. Aims, difficulties, and possibilities in teaching psychology to normal school students. *Educa. Bi-mo.* 7:1-8. (O. '12.)

BAGLEY, WILLIAM C. The professional training of high school teachers. *West. J. of Educa.* 5:347-45. (O. '12.)

BERRY, CHARLES SCOTT. A comparison of the Binet tests of 1908 and 1911. *J. of Educa. Psychol.* 3:444-51. (O. '12.)

A description of the two-test series and a report of the application of both series to forty-five children.

BOVERI, THEODOR. Anton Dohrn. *Science* 36:453-68. (11 O. '12.)

British schools spoiling the boy. *Lit. D.* 45:556. (5 O. '12.)

BROOKMAN, THIRMUTHIS. An appeal to school women. *Educa. Bi-mo.* 7:41-45. (O. '12.)

BURNHAM, WILLIAM H. Suggestions in elementary education. *Am. Phys. Educa. R.* 17:540-46. (O. '12.)

¹ Abbreviations.—*Am. Phys. Educa. R.*, American Physical Educational Review; *Atlan.*, Atlantic; *Cent.*, Century; *Educa.*, Education; *Educa. Bi-mo.*, Educational Bi-monthly; *Educa. R.*, Educational Review; *Educa. Rec. (Lond.)*, Educational Record (London); *El. School T.*, Elementary School Teacher; *English J.*, English Journal; *Geographical T.*, Geographical Teacher; *Harp. W.*, Harper's Weekly; *J. of Educa. Psychol.*, Journal of Educational Psychology; *Lit. D.*, Literary Digest; *Liv. Age*, Living Age; *Man. Train. M.*, Manual Training Magazine; *Outl.*, Outlook; *Pop. Sci. Mo.*, Popular Science Monthly; *Psychol. Clinic*, Psychological Clinic; *School B.*, School Bulletin; *School R.*, School Review; *School W.*, School World; *Sci. Am.*, Scientific American; *Scrib. M.*, Scribner's Magazine; *Voca. Educa.*, Vocational Education; *West. J. of Educa.*, Western Journal of Education.

* Annotations by John F. Bobbitt and Frank N. Freeman.

- CABOT, ARTHUR TRACY. Tuberculosis and the schools. *Atlan.* 110:704-8. (N. '12.)
- CALL, ARTHUR DEERIN. The specialized or vocational versus the composite high school. *Voca. Educa.* 2:110-18. (N. '12.)
- COLWELL, LEWIS W. Some observations concerning the teaching of primary arithmetic. *Educa. Bi-mo.* 7:19-25. (O. '12.)
- COSSAR, J. The teaching of geography in Scottish primary schools. *Geographical T.* 6:261-66. (Je. '12.)
- A general survey of subject-matter and method in accordance with the memorandum issued by the Scotch Education Department.
- DAKIN, W. S. Vocational service for men in service. *Voca. Educa.* 2:89-109. (N. '12.)
- DANIEL, ROLAND B. The secondary industrial school, Columbus, Georgia. *Voca. Educa.* 2:119-38. (N. '12.)
- DAVIS, JESSE B. Vocational and moral guidance through English composition. *English J.* 1:457-65. (O. '12.)
- The report of a successful trial of a plan to find material for high-school composition in the pupils' study of his vocational qualifications and responsibilities and the vocational opportunities of the world about him.
- DYKE, PAUL VAN. College life. *Scrib. M.* 52:619-23. (N. '12.)
- "A word to fathers who have not been to college but whose sons want to go." Minimizes the evils of college life and magnifies the virtues.
- FISHER, WILLARD J. The drift in secondary education. *Science* 36:587-90. (1 N. '12.)
- FISHPAW, CLARA BROOKS. The training of rural teachers. *Educa.* 33:79-83. (O. '12.)
- FITZGERALD, ELLEN. Reading to write. *Educa. Bi-mo.* 7:36-40. (O. '12.)
- FORDYCE, CHARLES. College ethics. *Educa.* 33:71-78. (O. '12.)
- FRANK, MAUDE M. Dramatization of school classics. *English J.* 1:476-81. (O. '12.)
- The author describes a satisfactory trial plan of securing interest in *Ivanhoe* and the *Odyssey* in the first year of high school by means of informal, rough-and-ready dramatization.
- From red schoolhouse to Greek Parthenon. *Lit. D.* 45:786-87. (2 N. '12.)
- GAYLER, G. W. Enrolment by grades in fourteen school systems of central Illinois. *Psychol. Clinic* 6:140-43. (O. '12.)
- A brief statistical study.
- GODDARD, HENRY H. The hygiene of the backward child. *Am. Phys. Educa. R.* 17:537-39. (O. '12.)
- On the treatment of the child who is inherently feeble-minded.
- GREGG, F. M. Social hygiene. *Educa.* 33:100-104. (O. '12.)
- GULICK, LUTHER H. American School Hygiene Association. *Am. Phys. Educa. R.* 17:547-54. (O. '12.)
- GULICK, LUTHER H. Report of the Committee on Heating and Ventilating. Discussion of the report.
- HALE, H. O. The kinematograph in school. *School W.* 14:361-64. (O. '12.)
- An account of the uses to which the kinematograph may be put in various subjects, such as geography, history, biology, etc.

- HAYES, D. W. The training of teachers for rural schools. *West. J. of Educa.* 5:355-62. (O. '12.)
- HINES, L. N. A study in retardation. *Am. Phys. Educa. R.* 17:534-36. (O. '12.)
A study to determine the share which physical defects have in causing retardation.
- HOBBS, W. W., AND OTHERS. An inquiry into the causes of student delinquency. *School R.* 20:593-612. (N. '12.)
A questionnaire study on why high-school pupils fail to pass.
- HODGMAN, T. MOREY. Functional changes in the college. *Educa. R.* 44:240-48. (O. '12.)
A discussion of the changes in the small college necessary to make it fit present demands.
- HUGHES, HELEN SARD. English literature and the college freshman. *School R.* 20:583-92. (N. '12.)
Reports the results of a minor statistical test of the knowledge of English literature acquired in the high school.
- HURLBATT, ETHEL. The teaching of hygiene in the public schools. *Am. Phys. Educa. R.* 17:525-33. (O. '12.)
Advocates regular specific training in hygiene, by properly qualified teachers, and discusses other requirements.
- HUTCHISON, JEAN. Textile industries and their practical application to education. *Educa. Bi-mo.* 7:64-68. (O. '12.)
Its only fault. *Lit. D.* 45:558. (5 O. '12.)
- JASTROW, JOSEPH. The administrative peril in education. *Pop. Sci. Mo.* 81:495-515. (N. '12.)
A vigorous protest against "externalism" in university administration, and a plea for democracy in management.
- JUDD, CHARLES H. Studies in principles of education. *El. School T.* 13:146-53. (N. '12.)
A discussion of the need not only of providing an opportunity for the child to solve the problems which he apprehends, but also of training him to discover problems he would not otherwise see.
- KATSCHER, LEOPOLD. Educational gardening. *Child (London)* 3:18-24. (O. '12.)
An account of the important experiments in educational gardening with particular emphasis upon the last ten years.
- KING, CHARLES A. Pre-vocational training. *Educa.* 33:105-8. (O. '12.)
- LANSING, MARION FLORENCE. Seventy-five years of higher education for women. *Outl.* 102:360-65. (19 O. '12.)
- LASELLE, MARY A. The special transfer class at the Newton Technical High School. *Educa.* 33:109-11. (O. '12.)
- LYON, E. P. The migration of students. *Science* 36:533-43. (25 O. '12.)
A discussion of the principles which should govern the transfer of students from one institution to another.
- MCANDREW, WILLIAM. One remedy for education. *World's Work* 25:72-79. (N. '12.)
- MCCRACKEN, ELIZABETH. Going to school. 1. American children. *Outl.* 102:425-33. (26 O. '12.)
A gossipy discussion of the greater variety, pleasureableness, and normality of the schools of today as compared with those of a generation ago.

MACDOUGALL, ROBERT. The child's speech. 1. The impulse to speech. *J. of Educa. Psychol.* 3:423-29. (O. '12.)

A discussion of the hereditary and environmental factors which underlie the impulse to speech.

McMANIS, JOHN T. The study of children in the normal school. *Educa. Bi-mo.* 7:69-73. (O. '12.)

MARTINDALE, W. C. How Detroit cares for her backward children. *Psychol. Clinic* 6:125-30. (O. '12.)

An account of the examinations made of children who are suspected of being defective and of the method of their assignment and treatment.

MASON, WILLIAM A. Art education, retrospective and prospective. *Man. Train. M.* 14:1-9. (O. '12.)

The author advocates a combination of the "mechanical and artistic elements" in art teaching.

MAXWELL, WILLIAM H. School achievement in New York. *Educa. R.* 44:275-309. (O. '12.)

A record of the development of the New York City school system since the consolidation of the city in 1898.

MILLER, E. A. The organization of a college department of education. *School R.* 20:613-22. (N. '12.)

Discusses the desirability of practice teaching and observation in college for training high-school teachers, for which courses credit toward a degree should be given.

MORGAN, ALEXANDER. Education and social progress. *Educa. R.* 44:368-84. (N. '12.)

MÜHLHOFF, KÄTHE. The Schullehrerin in Prussia. *Educa. R.* 44:234-39. (O. '12.)

Account of the status, preparation, salary, and work of the woman teacher in Prussia.

MUIR, JOHN. My boyhood. *Atlan.* 110:577-87. (N. '12.)

MURRAY, JOHN P. New Jersey school conditions. *Educa. R.* 44:397-412. (N. '12.)

Of education. *Harp. W.* 56:8. (5 O. '12.)

OSBORN, HENRY FAIRFIELD. The state museum and state progress. *Science* 36:493-504. (18 O. '12.)

PAGE, FRANK R. Preparing pupils to live. *El. School T.* 13:134-45. (N. '12.)

An outline of the methods used in the Staten Island Academy, where school activities are made as much as possible like life outside of school.

PALMER, GLENN E. Culture and efficiency through composition. *English J.* 1:488-92. (O. '12.)

An attempt to reconcile the two aims expressed in the title in teaching Freshman English in college.

PAUL, HARRY G. The teaching of lyric poetry. *English J.* 1:466-75. (O. '12.)

Discusses details of method for the high school.

(The) peril of externalism. *Dial* 53:321-23. (1 N. '12.)

PERRY, CLARENCE ARTHUR. A survey of the social-center movement. *El. School T.* 13:124-33. (N. '12.)

A catalogue of the advances which have been made in the last two years, since the publication of the author's book, *The Wider Use of the School Plant*.

PETERS, W. Pedagogy at the Berlin Psychological Congress. *J. of Educa. Psychol.* 3:452-57. (O. '12.)

An abstract of the discussions presented at the congress.

PRICE, WILLIAM RALEIGH. Aims and methods in modern language instruction. *Educa. R.* 44:257-74. (O. '12.)

The author advocates facility in reading as an aim, as distinguished from the "reform method" and discusses the report of the State Examination Board of New York in this connection.

PRINCE, JOHN T. Moral training in public schools. *Educa.* 33:65-70. (O. '12.)

PROSSER, C. A. Vocational education in Europe, by E. G. Cooley. A review. *Voca. Educa.* 2:139-47. (N. '12.)

Religion of the college girl. *Lit. D.* 45:792. (2 N. '12.)

RICKERT, EDITH. The fraternity idea among college women. What does it stand for? *Cent.* 85:97-106. (N. '12.)

Presents fairly the arguments for and against the existence of women's fraternities in our colleges.

ROGERS, MARY. A case from the Indiana University clinic. *Psychol. Clinic* 6:144-51. (O. '12.)

A clinical study.

RUSK, ROBERT R. Movements in handwriting. *School W.* 14:379-81. (O. '12.)

A review of experimental investigations of the writing movement and their practical applications to methods of teaching.

SALMON, PRINCIPAL. Lancaster's writings. *Educa. Rec. (Lond.)* 18:468-84. (O. '12.)

(The) School of Journalism of Columbia University. *Science* 36:470-72. (11 O. '12.)

SMITH, H. BOMPAS. Education at the British Association. *School W.* 14:364-66. (O. '12.)

A brief résumé of the papers and discussions at this year's meeting of the educational section.

SQUIRE, CARRIE RANSOM. Graded mental tests. II. Association, construction and invention. *J. of Educa. Psychol.* 3:430-43. (O. '12.)

Continuation of the report begun in the September number.

STEVENS, ELLEN YALE. The Montessori method and the American kindergarten. *McClure* 50:77-82. (N. '12.)

A popular description of the method.

STEVENS, NEIL E. Educational advertising. *School R.* 20:577-82. (N. '12.)

Argues that the way to interest parents in schools is not by the production of irrelevant programs and displays.

STEWART, CHARLES A. Appointment and promotion of college instructors. *Educa. R.* 44:249-56. (O. '12.)

An argument for the fuller recognition of teaching efficiency as a basis for appointment promotion.

STEWART, J. A. New York State education building. *Sci. Am.* 107:366. (2 N. '12.)

STONE, JOHN C. Some sources of failure to solve a problem. *Educa. Bi-mo.* 7:26-35. (O. '12.)

STRATTON, CLARENCE. How can the university be of more help to the secondary school? *English J.* 1:482-87. (O. '12.)

A plea for higher entrance standards in English in order to stimulate the high school to higher standard.

SUMMERS, L. L. Woodwork in the lower grades. *Man. Train. M.* 14:10-23. (O. '12.)

A detailed account of manual work given in the first five grades of the elementary school and of its correlations with other studies.

TANNER, GEORGE W. The library situation in Chicago high schools. *Educa. Bi-mo.* 7:9-15. (O. '12.)

TAYLOR, JAMES M. College education for girls in America. I. *Educa. R.* 44:217-33. (O. '12.)

A history of the opportunities for college education open to women prior to the founding of Vassar.

TAYLOR, JAMES M. College education for girls in America. II. *Educa. R.* 44:325-47. (N. '12.)

TAYLOR, JOSEPH S. Measurement of educational efficiency. *Educa. R.* 44:348-67. (N. '12.)

TERMAN, LEWIS M. A survey of mentally defective children in the schools of San Luis Obispo, California. *Psychol. Clinic* 6:131-39. (O. '12.)

An illustration of the method of testing and treating backward children in school.

TOMBO, RUDOLF, JR. The geographical distribution of the student body at a number of universities and colleges. *Science* 36:543-50. (25 O. '12.)

A study of the statistics for the year 1910-11.

Two years in a Canadian university. *Liv. Age* 275:203-13. (26 O. '12.)

WARD, EDWARD J. The school-house or the saloon. *Outl.* 102:487-88. (2 N. '12.)

WASHINGTON, BOOKER T. Is the Negro having a fair chance? *Cent.* 85:46-55. (N. '12.)

He compares the situation of the Negroes of the United States with that of the Negroes in other countries, and shows the superiority of the opportunities and treatment in the United States.

WHITNEY, FRANK P. Equality and the schools. *Educa.* 33:84-90. (O. '12.)

WILD, LAURA H. Training for social efficiency. *Educa.* 33:91-99. (O. '12.)

William Henry Maxwell, 1887-1912. *School B.* 39:25-26. (O. '12.)

